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ABSTRACT

To establish a base for the development of new educational programs for older adults, a survey was conducted of personnel in 150 community colleges across the country to elicit information and perceptions concerning the following issues: (1) the content and scope of current educational programs for elders; (2) the nature of the developmental process of such programs; (3) the perceived obstacle to and possibilities for the development of viable and responsive education programs for elders. Using the information on current programs as a base, this sourcebook outlines appropriate core curricula and presents a model for program development built on the characteristics that appear to make programs successful. The key to the model is an alliance with the community of elders. Guidelines for the choosing of a representative board are presented, as well as suggestions on how to attain the proper balance between the consumer board and the college administrator. The model itself involves needs assessment, selecting program content, insuring program effectiveness (recruitment, location of programs, and teaching methods), and maximizing manpower, finances, and other resources. Appended is a list of federal, state, and other agencies on which community colleges can draw for assistance in developing programs.
(Author/NHM)

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COMMUNITY COLLEGES RESPOND TO ELDERS

A Sourcebook for Program Development

by

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FOREWORD

One of the purposes of education is to provide all individuals with the capacity to participate actively in a constantly changing society. However, current education programs generally are not designed for the particular needs and interests of older adults or recent retirees, 55 and older, who make up a sizable and currently increasing segment of our population. There is growing awareness among educators of the deficiency.

The *Sourcebook*, funded by the National Institute of Education, describes the educational needs of older adults and surveys some of the programs carried out in response to those needs by community colleges. Using this information on current programs as a base, it outlines appropriate core curriculums and presents a model for program development built on the characteristics that appear to make programs successful. Also listed are some Federal, State, and other resources on which community colleges can draw for assistance in developing programs.

The sponsors and developers of the *Sourcebook* hope that it will encourage community colleges to provide effective education programs for elders, and that it will provide assistance for those who undertake this task.

Senta Raizen
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Chapter I

Introduction

Even a cursory look at the statistics on aging indicates the tremendous growth that can be anticipated in the elder group during the next 25 years. In 1975, there are about 23 million or slightly over 10 percent of the population who are 65 years or older. By the year 2000 this figure will reach nearly 30,000,000.[1]

As medical technology advances, elders, as a group, will remain healthier longer, and fewer will be handicapped by chronic disease problems. Today 95 percent of those 65 and over live outside of institutions and only 20 percent of those have any impairment to their mobility.[2] There is every reason to believe that this situation will improve further in succeeding years.

Also, as people retire earlier (as appears to be the trend) people at 55 or even 50 will face problems of leisure time now faced by people of 60 and 65.

The most significant question about the elders of the future is: Will they (we?) age the same way as did past elders vis-a-vis society? Hopefully not. Growing old will take on new meaning—a new stage of living, one of activity and involvement rather than of passivity and detachment.

The elders of the future will probably be less willing to sit back and take a passive role. They will be seeking new uses for their time to make their lives more meaningful. They will be more politically active and more involved in the affairs of the community. It is unlikely that they will be as satisfied only with nature trips, bingo, or artsy-craftsy activities.

Today's middle-aged adults and youths will approach the latter years healthier, better educated, more politically aware, and better prepared for retirement than their predecessors. Chances are that they will live longer too. Bernice Neugarten uses the term "young-old"[3] to describe people between 55 and 75 years of age. She states that in the future this group will likely want "a wide range of options and opportunities, both for self-enchancement and for community participation."[4] She says that the trend has begun and that "more middle-aged and older people are returning to education, some because of obsolescence of work skills and others for recreation and self-fulfillment."[5]

The challenge to education lies, in providing options and meeting the needs of tomorrow's young-old. This planning guide is designed to help meet that challenge; but it is more than a how-to-do-it, step-by-step primer. It provides the philosophical basis for a new approach toward meeting, with their cooperation, the educational needs of the elders on a community level and a framework within which the elderly can use the skills and knowledge they already possess in new directions.

The needy, the handicapped, and the disabled attract our attention because they present problems that have to be met. It was the poor and dependent among those in the older age brackets that first came to be regarded as "the aged." The designation "aged" meant the poor and dependent among the older population. As people began to realize, that not all those in the higher age brackets were "aged" in this sense, a new identification was called for. As yet there seems to be no consensus for an acceptable term. "The elder-

[1]U.S. Department of Health, Education, and Welfare, No. (SRS) 73-20006. *New Facts About Older Americans*, U.S. Government Printing Office, 1973.

[2]*Ibid.*

[3]Bernice L. Neugarten, "Age Groups in American Society and the Rise of the Young-Old." *The Annals of the American Academy of Political and Social Science*. September 1974, p. 191.

[4]*Ibid.*, p. 196.

[5]*Ibid.*

ly," "older adults," "senior citizens," and "elders" are among the labels used. Nomenclature is not a trivial concern. It can help people overcome the stereotypes which constitute one of the major roadblocks in their thinking about plans and programs involving those in the higher age brackets. "Elders" is used in this guide.[6]

There is no single group of people more in need of programs than elders, but there is also no single group of people that more needs to have its own capacities and abilities recognized and utilized. The field of education, in general, and community colleges, in particular, have the opportunity and obligation to develop programs based on acceptance and appreciation of elders' talents.

[6]For purposes of this guide, "elders" will refer to those who are 60 years and over. However, this age span is acknowledged to be an arbitrary choice; other age boundaries, such as 55 or 65, are used for different program and statistical purposes.

Chapter II

Aging and Education

A Perspective

This planning guide sets forth an inclusive model of educational program development for elders through community colleges. Based on a specific orientation and concept of elders and education, it is designed as a working tool for the community college educator who is interested in understanding how elders would like to see programs developed.

This guide and the inclusive model of program development is predicated on the following conceptions of today's elders and of education:

- Elders are basically active, healthy, and experienced people who are capable of self-determination and continued valuable contribution to society.
- The major problems which older people share are caused not by advancing age per se but by society's false images and stereotypes of aging and the resulting policies and programs which grow out of and consequently perpetuate these stereotypes.
- The major purpose of education is to encourage personal and societal growth through the reevaluation of current concepts and the exploration of new ideas and concepts.
- Education, in general, and publicly supported education, in particular, have an opportunity and the obligation to reach out to elders and, with them, to *create* new roles and options for the later years. Up to now most education and service programs have focused on helping elders to *adjust to* what are seen as the limitations of age and to accept the expected patterns of living and behavior.
- Educational programs for elders should be a joint venture and an alliance of equals between elders and professionals, with elders involved as initiators, planners, organizers, and active agents.
- Elders' involvement in the *process* of program development is *crucial* and as important to elders as the actual program content.

These conceptions represent the cornerstone on which the inclusive model is to be built. They are formulated from a broader perspective of both the opportunities and problems in developing educational programs for elders in community colleges.

The Challenge

The challenge confronting community colleges is twofold:

1. To recognize the emergence of a healthy, active, capable generation of elders who presently face many years of inactivity and leisure; and
2. To develop an alliance with elders to explore and develop a range of options and life styles for this period of life.

Elders in 1975 represent a transitional generation. They differ from past generations of elders in significant respects: medical science has made longer and healthier lives a reality, forced retirement policies have increased the years of leisure, and changes in mobility and family structure have made isolation more likely. The result is a healthy, capable, and experienced group of people who are increasingly removed from the normal functioning roles of jobs and family. While the old roles and options have been taken away, new ones have yet to be developed. Instead, the "leisure" of retirement and the freedom from the responsibility of work and/or raising a family have been idealized. But many elders find that leisure is only valued when related to periods of

work and activity. Perpetual leisure, not filled with meaningful activity, can be a tedious vacuum giving rise to depression and helplessness at any age. Where past generations of elders could expect perhaps up to 5 years of healthy retirement, today's elders can often expect 15 to 20 years.

Society obviously cannot continue to deal with this new group of elders in the traditional ways and with the conventional policies. The challenge now is to discover a variety of new directions which will enable these elders to best utilize their talents.

The development of the new roles and options must, in the end, be the joint responsibility of education, industry, government and elders. The initiative must come from a localized source; responsibility must be firmly fixed and directed if action is to be taken soon.

Historically, education has been the most useful medium for preparing students for new ways of life. Of existing educational institutions, community colleges are appropriate environments to work with elders for the development of innovative programs. By their basic concept and as tax-supported institutions, community colleges are charged with involving the entire community in education. It is a charge which is to be taken seriously as young student enrollment declines and as newly organized groups such as elders, women, and handicapped become more vocal.

Community colleges have evidenced flexibility in program content, styles of teaching, use of off-campus facilities, and specific outreach and recruitment efforts. Community colleges, because of their origins and the necessity of attracting a clientele different from that served by 4-year and private junior colleges, have avoided much of the formal trappings and the strict rules and regulations often associated with other educational institutions. They are less likely to seem removed and unapproachable. Contact and communications among students, faculty, and administration are generally more open and frequent, and more easily accomplished. As a result, community colleges have preserved the excitement, innovation, and enthusiasm which are so vital to effective education. Moreover, there are community colleges in every State; in general, they are geographically accessible to elders.

The opportunity is unmistakable. Elders are looking for meaningful use of their time, while community colleges with their motivation, initiative, and resources, are looking—for both financial and philosophical reasons—to serve new groups. An alliance between the two seems natural and mutually advantageous.

The Problem

Planning for elders has not kept pace with the changes in the nature of the older population. Society's image of elders continues to be based on misconceptions and stereotypes which, at best, fit only a small minority of elders. Using Bernice Neugarten's differentiation, society still sees elders in terms of the minority of "old-old" and tends to disregard the very different characteristics and needs of the majority of "young-old." As a result, planners plan in terms of old-old while seeking and serving the young-old. What is needed is a more realistic picture of the older population which can serve as a basis for balanced planning to serve the needs of both the "young-old" and the "old-old."

Following are some comparisons of common misconceptions and myths about elders with the pertinent realities:

Myth: Older people are physically weak and generally suffer from poor health.

Reality: The majority of elders are healthy and capable of usual physical activity, including climbing stairs, lifting normal size packages, and walking reasonable distances. Only a very small minority of elders (4 percent) require hospitalization or nursing home care. Only about 7 percent are homebound. The remaining 85 percent are in general good health.[1]

Myth: Older people are unable to learn new things.

Reality: Research has shown that intelligence and the ability to learn do not decline with age. Speed of response and manual dexterity may decline but learning ability itself does not.[2]

Myth: Older people have great difficulty adjusting to change.

Reality: The current generation of elders has lived through the transition from horse and buggy to missile and jet. It has survived depression, two World Wars and other national calamities.

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[1] *New Facts About Older Americans*. U.S. Department of Health, Education, and Welfare, Pub No. (SRS) 73-20006 AOA, *op. cit.*

[2] Simone de Beauvoir, *The Coming of Age*, Warner Paperback Library, New York, 1973, p. 52.

Throughout such misfortune, the elders managed to adapt, hold jobs, raise families, and survive. Their very survival testifies to their ability to change. Naturally, elders, like the rest of the population, have certain personal routines or habits with which they are comfortable. Very often the desire to keep and follow these routines is considered a sign of inflexibility rather than recognized as a real and legitimate choice. There is a tendency to confuse such reasonable *choice* of routine with the *inability* to change. Elders, like others, when presented with reason and motivation for change, can change.

Myth: Older people are self-absorbed and are uninterested in general community activities.

Reality: Older people are as interested, if not more so, in community activities as are other age groups when given the opportunity to participate. In comparison with other age groups, elders have a significantly high voting rate.[3] Also, "in comparison with the young, older people give greater attention to political campaigns and are more likely to follow public affairs in the newspapers and on television."[4] They are also increasingly involved in elderly clubs and groups. Where elders are not involved in community activities, they often have been ignored by community groups and made to feel that they are unwelcome or simply tolerated. They are rarely given leadership or decisionmaking positions and are often seen as having little to contribute.

Myth: Older people are interested only in simple types of entertainment, as opposed to academic courses or jobs.

Reality: There are divergent interests among elders as there are among other age groups. But with elders, real options for expressing these divergent interests are most often not provided. Rather, elders are usually expected to spend their time in simple entertainment; so programs such as bingo, crafts, and the like are provided for them. While these programs serve the needs of one segment of the elderly population, many elders attend them not out of preference but simply because that's all there is to do; many more do not participate at all.

Elders are forced out of the job market by compulsory retirement. Many would be interested in continuing paid full or part-time work both for financial and psychological reasons. Many, too, would be interested in volunteer positions or in cultivating new areas of learning. However, serious effort to develop these opportunities for elders is frequently lacking.

Myth: Older people often have problems coping with everyday decisionmaking and need assistance and counseling to insure that they limit activity, eat correctly, and, in general, take care of themselves properly.

Reality: Most older people are experienced adults who are most capable of making wise decisions as to their own abilities and life styles. Very often, however, they are treated with condescension and excessive solicitude by well-meaning family, friends, social workers, and other well-wishers. The elders are advised not to overdo or to "tire themselves out." The expectation is that elders should no longer continue past levels of activity regardless of their real desires and capabilities to do so. Just behind this, too, lurks the implicit belief that all elders are childlike and require guidance and counseling.

People who have faced the many and varied decisions that are necessarily made in living more than 60 or 65 years are suddenly thought of as requiring help in even minor everyday matters. While such attitudes are well-meaning, they are nonetheless destructive of dignity and initiative in elders and perpetuate a helpless image. Elders, like other age groups, may need information and assistance in specific problems such as health, housing, or income. Because they are living on fixed incomes, they suffer more severely than do other groups from the many effects of inflation and may require more actual support from a variety of social programs. But, the need for informational and service programs should not be confused with lack of capacity for self-determination.

The "Agism" Complex

The aforementioned misconceptions and myths —along with others—represent a constellation of prejudices and attitudes which have been termed "agism." Agism has very serious implications in this society's treatment of elders. As with all prejudice, agism obscures the ability to distinguish factors in the society that cause what is often reactive behavior by attributing all such behavior to old age itself.

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[3]Robert C. Atchley, *The Social Forces in Later Life: An Introduction to Social Gerontology*, Wadsworth Publishing Company, Inc., Belmont, Calif., 1972, p. 241

[4]*Ibid.*, p. 240.

Agism tends to create, reinforce, and perpetuate the false stereotypes on which it is based. It has a circular effect. Because of its image of elders, society expects certain reactions and certain modes of behavior from them. They are made aware, overtly or otherwise, when others feel they are "not acting their age." It is very difficult for anyone to refrain from internalization and self-acceptance of others' images. After a while, elders often begin to have groundless self-doubts and concerns as to whether they are capable of activity, new ventures, or even of coping with life.

A related danger in agism is the absolution it seemingly grants professional educators, social workers, and others in society from any onus in failing to meet elders' needs. Society retionalizes that if "elders can't learn" or "elders aren't interested in anything but entertainment," then the obligation to provide innovative programs to stimulate elders and to find methods to involve them is lifted.

Chapter III

Current Programs

A Survey

To establish a base for the development of new programs, the National Institute of Education supported a project to survey current community college programs for elders. This survey elicited from personnel in 150 community colleges across the country information and perceptions concerning the following issues:

1. The content and scope of current educational programs for elders
2. The nature of the developmental process of such programs
3. The perceived obstacles to and possibilities for the development of viable and responsive education programs for elders

A brief synopsis of the survey findings follows.

Content and Scope of Current Community College Programs for Elders—The most common provision which community colleges make for elders is free or reduced tuition to regular course offerings. However, special free or reduced tuition rates to elders is prohibited in many States by law. Other States, such as Maryland, have facilitative legislation allowing elders to enroll in courses at no cost on a space available basis. Most of California's community colleges offer either free or reduced tuition to the State's elders. Merced Community College, Merced, Calif., and Emeritus College, College of Marin in Kentfield, among others, issued special Gold Cards to elders which qualify the holder for reduced or free tuition, and for reductions in admission charges to dramatic productions, athletic events, and other college programs. A slight variation of the same concept is offered by Austin Community College, Austin, Minnesota, which provides a "Club 65" card to elders, providing similar entree to all college events. A few colleges, such as Lansing Community College in Lansing, Michigan, award special scholarships to elders.

Special classes or programs for elders in community colleges are relatively rare. Where special programs exist, they are generally aimed at helping elders achieve self-enrichment through more satisfying use of leisure time. Such classes or programs range from Russian literature and autobiographical writing to photography, Greek dancing, wood-working, or trips to local sites of interest. To a lesser extent, special programs for elders concern retirement planning through courses, seminars, and lecture series designed to help participants prepare for the emotional and economic impact of retirement. For example, Middlesex Community College in Bedford, Mass., worked with several local industries to provide seminars on financial planning, available service programs, and options for retirement to potential and recent retirees. A number of community colleges have begun to provide direct service to elders. Northern Nevada Community College in Elko, Nev., and Honolulu Community College in Hawaii operate multiservice centers that offer elders information and assistance on a range of housing, health, nutrition, and other problems. Several other colleges, Indian Hills Community College in Ottumwa, Iowa, for example, have recently become sponsors of the local Area Agency on Aging and thus taken on the responsibility for coordinating multiple services for elders within their geographic area.

Few community colleges have ventured into the areas of advocacy and retraining elders for second careers. In the former, Hawkeye Institute of Technology in Iowa has developed an affiliation with the local Gray Panthers chapter to cosponsor such courses as *Understanding Government* and *Writing for Publication*. North Hennepin Community College in Brooklyn Park, Minnesota, offers

a number of advocaty courses—*Senior Power, Public Speaking*, and *Organizing for Legislative Action*. With regard to new careers, Bergen Community College in Paramus, N.J., has worked through the Comprehensive Employment Training Act (CETA) to place elders in public agencies and has also trained a number of elders for new careers in real estate and other fields.

Since programing for elders appears to be relatively new for community colleges, many respondents indicated that the 1970's are in many ways exciting years of innovation and experimentation. Existing programs often reflect special local interests or individual initiative rather than the careful consideration of all possible alternatives. As a more comprehensive picture of the educational needs of elders is drawn and as more efforts are made to reach this population, the sharing of information on particularly effective programs and of innovative ideas will be valuable and necessary.

Following are some brief examples of innovative and unique featues of community college programs for elders which suggest some of the variety and creativity that currently exist in many programs:

- Hawkeye Institute of Technology in Waterloo, Iowa, has over 8,500 elders participating in 100 special courses. One special event which the college sponsors annually is a day-long fishing jamboree which includes special first aid classes during the day's activities.
- Rochester Community College in Rochester, Minnesota is developing a senior citizen theatre to be operated by and with elders.
- Flathead Valley Community College in Kalispell, Mont., uses cable television to provide retirement planning programs for rural and isolated elders.
- Clackamas Community College in Oregon City, Oreg., has arranged for acceptance of the Gold Card at all public schools in the district. This card allows elders to attend events and use the libraries, cafeterias, and transportation resources of the district at certain prescribed times.
- Lakeland Community College in Mentor, Ohio, was instrumental in developing the Senior Citizens Council of Lake County, an incorporated association of predominantly older people, whose purpose is identifying elders' needs and taking action. The college provides them with staff services, research services, and assistance in developing funding. The college also publishes a monthly newsletter for elders; it is distributed to more than 1,000 persons.
- Niagara County Community College in Sanborn, N.Y., has developed a Center for Older Adult Development which offers, as part of this program, a variety of courses aimed at training elders for leadership roles in senior clubs, advocacy groups, and other community organizations. The following are some courses offered: *Strengthening the Leadership of Senior Citizen Organizations, Communication and Interpersonal Skills, Parliamentary Procedure, Older Citizens' Organization and the Governmental Process*, and *Becoming Involved in the Decision Making Process*.

The Nature of the Developmental Process of Programs for Elders—According to the survey, where special programs for elders exist, they have most often resulted from the interest and initiative of a member of the college administration—generally either the dean of continuing education or the director of community services. The other major factor leading to program development was the nature of the population of elders in the community. In communities where elders were well organized, such as in the Minneapolis area or where they represented a high percentage of the population, as in southern Florida, programs were initiated because of demand or obvious needs. Other less frequently mentioned motivating factors were the availability of State or Federal funds to support programs for elders, the decline of younger student enrollments, or the approach of an outside service agency such as the State unit on aging or other community service groups. An additional motivating factor for many colleges was the awareness of other college programs for elders and of the increasing movement in this direction. In several instances, college personnel pointed to existing programs for elders at other colleges in the State as raising their consciousness of the need for such programs.

At those community colleges where programs for elders were developed, recruitment of students was largely done through publicity and advertising in local newspapers or through brochures or flyers. Another common recruitment method was outreach to elders through senior citizen centers, elderly clubs, and elderly housing.

Several colleges recruited through personal contact--in writing, by visits, or telephone calls. Where access to the campus was difficult, a large number of colleges used off-campus sites for programs for elders. Senior centers, recreational centers, meeting rooms in elderly housing, and municipal and town facilities such as city halls and libraries were among the most common meeting places. A number of other colleges provided special buses or car pools to transport elders to otherwise inaccessible campus centers.

Almost all of the colleges with programs for elders tried to develop a broad base of community involvement and coordination. Involvement of elders was largely through advisory boards or discussions with local elderly leaders and members of senior clubs and organizations. As for wider community involvement, the common affiliations mentioned in the survey were with church groups, service clubs, housing authorities, local health agencies, local Councils on Aging, and State Agencies on Aging.

The Perceived Obstacles to and Possibilities for the Development of Viable and Responsive Education Programs for Elders—The most common obstacle to program development cited by those college administrators surveyed was the lack of funding. Many felt budgets and staff were already facing too many demands, and new programs could not be started unless they would either produce income or be supported by outside monies. The most frequently mentioned roadblock was inadequate transportation for elders. This was particularly problematic in rural States, although numerous suburban colleges also found it to be a major hurdle. The lack of knowledge of techniques of reaching out to and motivating elders as well as of planning and implementing programs also ranked among the major obstacles perceived by the administrators surveyed. Other problems mentioned were lack of staff time to develop such programs, lack of facilities and classrooms, and lack of administration and faculty support.

While concerned with real obstacles, most colleges were optimistic about the potentials for developing and expanding programs for elders. Most expressed recognition of the need to serve elders. A number of colleges currently without special programs reported specific plans for program development within the coming academic year. The interest in obtaining further information concerning successful programs at other colleges that could be potentially adaptable was striking.

Case Studies

To provide deeper insight into the process of successful program development as currently practiced, the following case studies are presented:

1. Emeritus College
   College of Marin
   Kentfield, Calif.
2. North Hennepin Community College
   Brooklyn Park, Minn.

The North Emeritus and Hennepin programs were chosen because they can both be termed "model," and they also represent differing dynamics of program initiation. At Emeritus College, the program for elders resulted after the college administration recognized the need and took the initiative; at North Hennepin, elders literally demanded a program from the college which proved to be responsive. (Further case studies of program development for elders as compiled and edited by the American Association of Community and Junior Colleges are in appendix A.)

Emeritus College: "College for a New Age"—The College of Marin is located in Kentfield, Calif., about 20 miles north of San Francisco. It is a modern campus consisting of one-story, sprawling cement buildings interspersed with a few "temporary" wooden structures that appear to be left over from earlier days. The rugged hills that surround the college help to dissipate its rather sterile appearance. Most of the students who attend the community college are young, in their late teens and early 20's, and live in the immediate area of Marin County.

Marin County is a high-income community that serves both as a "bedroom" for San Francisco and as a retirement community, primarily for those with comfortable incomes. Although there are parts of the county in which poorer, minimally educated minority groups reside, most of the residents are well-educated whites.

The College of Marin claims the entire county as its constituency and offers a broad variety of programs in topics ranging from arts and crafts to business education, from cooking to navigation, and from consumer survival to justice and the law, and a course in creative divorce because "Marin County has one of the highest divorce rates in the United States" (from the college catalog). The college also offers a concert and lecture series for the community, providing a mixture of cultural programs throughout the year.

The general programs of the college are characteristic of a great many of the community colleges throughout California and the country. However, the College of Marin is unique in that it created, in cooperation with the elders themselves, Emeritus College, a separate college designed to provide educational programs for people over 55 years of age. The development of Emeritus College represents the college administration's awareness of and desire to meet the special needs of the elder segment of the community.

Through Emeritus College the resources of the entire community college are available to elders. In addition, there are special courses, given only during the daytime, that specially cater to the elder population. Younger students are invited to participate in any and all of the courses, but the elders are the dominant group at half the usual cost.

The courses cover a wide range of topics, including writing, law, consumer rights, investments, psychosocial development in the later years, photography, Greek dancing, languages, yoga, and literature. Seventeen courses were available at Emeritus College during the fall of 1974.

To join Emeritus College one registers for a Gold Card. To qualify one must only be over 55 years of age and have a "desire to learn with others." The Gold Card is free and entitles the holder to:

- Reduced basic fees for all classes listed in the adult education schedule
- Reduced admission to concerts and lectures
- Voting rights at Emeritus College convocations
- Parking permit at half price
- Library privileges
- The *Newsletter* and other publications

Courses at Emeritus College are given both on and off the campus at convenient locations, such as community and senior centers throughout the county. The faculty consists of members of the faculty from the broader community college (College of Marin) and special instructors in certain areas hired from the community, many of whom are themselves elderly.

On the campus elders and other age groups participate in classes and events together. Emeritus College has representation on the student government as well as on the collegewide planning committee. The catalog reads: "A unique feature of Emeritus College is the opportunity for the interrelationship and involvement on campus with students of all ages."

The real effectiveness of the Emeritus College program lies not in the programs or courses provided, nor in the fact that the elders pursue education with other age groups, but rather in the process in which the program was developed and the desire on the part of the participants for maintaining that process throughout its evolution.

Marin County has a substantially high population of elderly people. Many have lived there all their lives, and a greater number moved there for retirement. The College of Marin administration saw this population as needing and perhaps wanting educational programs. Although the desire to serve the elderly group was present, two specific "incentives" caused the college to reach out to the elderly with special programs and classes. First, there was a decline in the traditional younger student enrollment at the college. This slide-off was perceived as continuing in the years ahead with developing shifts in the population as a whole and in the county of Marin in particular. Second, the administration saw the possibility of funding a special program for the elderly through title I of the Higher Education Act. That financial assistance was subsequently obtained.

The first step in the process was to employ a director to develop the program. The person selected was a semiretired social worker familiar with providing services to communities, knowledgeable of and trained in community organization techniques, energetic, and dedicated to the idea that people know what they want and are capable of pursuing it when given both the opportunity and full knowedge of their options.

Before developing any courses or programs, the director formed an advisory committee to work along with the administration of the College of Marin in developing Emeritus College. The committee considered several issues that might normally be considered only by the administration, such as the courses to be offered, where they would meet who would teach them, and whether there should be any cost for the elderly to participate.

The director assisted the committee by providing available options and acting as a catalyst with the college administrators. From the outset the director encouraged the elders to feel that the program was *theirs*. When the elders on the

Committee were convinced that they had the opportunity to make choices, they made them. They also made their own mistakes, and were allowed to correct them.

Enthusiasm and excitement about the opportunities began to emerge from the group and spilled over into the community to other elders. Courses and programs were selected for the first year. A total of 68 elders attended them both on and off the campus.

One issue that the committee considered during the early meetings was whether to have the courses only on the campus or in other locations throughout the community. After considerable debate, the committee decided to hold courses both on and off campus at first, gradually introducing the elderly to the campus.

Throughout the first year the committee observed and comtemplated necessary changes, improved community relations, and generally became thoroughly involved with the campus and its activities. Enthusiasm among all segments of the campus--young and old, administration and students--continued to grow. At the beginning of the second year, the enrollment at Emeritus College increased to more than 1,700 elders.

Program Analysis—Emeritus College did not face many of the problems faced by other community colleges. First, the college was located in a community that already had a highly educated population committed to furthering their education. Second, the elders were not hampered by the lack of transportation; they had their own cars and, in some cases, people to drive them. Finally, the college was able to obtain extra resources (a Higher Education Act title I grant) with which to develop a program for the elderly community. These factors enhanced the development of Emeritus College and influenced the program content. However, even with these contributing factors, the program would not have been as successful had the process of elderly involvement from the beginning not been implemented by the administration. The administration saw the "inclusive" orientation as important. The illusion of participation cannot survive without reacting to demands for long periods of time.

One drawback to the program was the lack of attention toward involving some of the lower income and minority elderly groups. Although it was easier to develop the program with those most oriented toward education, this approach precluded gearing the program to meet specific needs of all groups. Any attempts on the part of the "elite" to develop programs *for* the others would be unacceptable. Including them after the fact would only make them peripheral members of the already existing committee.

Finally, the committee, the organizer, and the administration were faced with maintaining the process that had been so successful. It was not an easy task; for leaders, particularly among elderly looking for a niche in the community, are reticent to let new leadership emerge.

Continual growth in terms of course content and numbers of elders is limited. When the saturation point is reached in both areas, the work of the committee can easily fall to monitoring which is a bore and which can quickly lead to the demise of the vital energies and enthusiasm. However, growth can continue within the overall college and within the community IF the administration can continue to see the elders as a resource as well as a student body.

The elderly, in a very real sense, do represent that community. They have become a force within their community for changes that they want.

North Hennepin Community College: "Elders Call the Shots"—North Hennepin Community College is a small, flat, modern campus situated in the middle of the potato fields in a suburb about 20 minutes north of downtown Minneapolis, Minn. This tranquil and unpretentious campus seems an unlikely setting for one of the most dynamic and pace-setting educational programs for elders in the country. Yet, North Hennepin currently serves approximately 2,000 elders through its many-faceted Seniors on Campus Program. This program offers an array of over 35 specially designed noncredit, tuition-free courses to area residents who are 55 of age or over.

The courses cover several different program categories such as enrichment, advocacy, retirement planning, and some retraining for second careers. Course subjects include budgeting in today's market, African literature, legislative lobbying, photography, political awareness, and a wide assortment of others. The college also provides film festivals for elders, sponsors and exceptionally good senior chorus, and offers a special trimnastics class for water exercises at a local indoor pool. Elders are also encouraged to take other regular college course offerings, both credit and noncredit.

Although the college and the elders initially had some concerns as to the relationship between

young and older students, an exceptionally fine relationship between them has developed. Periodic rap sessions between younger college students and the elders are held, with enthusiastic response on both sides. An annual "Spring Fling" dance pairs young and old students in polkas, waltzes, and modern fast numbers; the affair is well-attended and eagerly anticipated.

The variety and vitality of the course content, while important, is not the most noteworthy or striking aspect of North Hennepin's program. What makes the college's program exciting is the active role of elders in all phases of program planning and development. Elders, were the initiators of the program; North Hennepin exemplifies the effectiveness of citizen advocacy, in general, and senior power, in particular, when aimed at a generally receptive target.

Until 1971, the college had made no special efforts to include elders in programs, and few elders participated in the general credit offerings of the college. However, both the college president and the director of community services were committed to the concept of the community college as a center for the educational needs of the whole population.

The college saw its role as a help to professionals who were dealing with elders and making decisions concerning them. However, this more indirect service role was not the one envisioned by the community's elders.

As part of its view of community role and responsibility, the college scheduled a community planning seminar on "Housing and Care for the Elderly." It was to deal mainly with nursing home development; professionals and city officials were invited. As the seminar was about to begin, to the surprise of the college representatives and other participants, a van from a local elderly advocacy group, the United Seniors of Minneapolis, drove up onto the campus pedestrian mall and out stepped about 15 older people.

The elders demanded to know why the planning of a program concerning older adults' needs and services to meet these needs neither included them nor solicited their ideas. They also voiced their overall interest in and programs for elders at the college. The director of community services replied by discussing the availability of general course offerings and college cultural events to elders.

In many cases elsewhere, this interchange would have been the extent of the encounter, with the elders asking what the college was doing and could do for them and the college responding with comments on the general availability of its existing programs to the whole community. In other cases and places the college might have made relatively minor gestures and overtures to the elderly population by offering reduced tuition to existing courses or by developing several 1-, day or 2-day workshops for elders. However, at North Hennepin, the administration used this encounter as the basis for an examination of its ability to meet the real needs of the area's elders. The college then began its own extensive outreach efforts to understand what elders wanted and what the college could best provide.

As a first step, the director of community services, in conjunction with several elderly groups, organized and sponsored a Senior Citizen Invasion Day at the college. It drew over 400 elders. As a result, an advisory committee composed largely of elders was formed. From this group came the decisions on program content. Also, from this group's discussions with the director of community services came an application for a grant and subsequent award of funds under title III of the Older Americans Act, to support instructors, transportation, publicity, and other project elements.

Senior Citizens' Campus Invasion Day was designated an annual event to be held each fall to open the campus to community elders and acquaint them with the kinds of programs and services offered and to explain how they could become involved in the college. This event has been particularly helpful in creating a supportive and nonthreatening entree to the college for many elders. Also, the idea of "invading" the campus was purposely continued by the elders on the advisory committee to suggest the vitality and strength of elders mobilizing and actively reentering community life.

Elders today not only help in planning programs but also arrange and schedule transportation for other elders in a special senior van and car pools. They are also involved in recruiting other elders, calling to check on absent fellow students, and teaching courses themselves. Elders use written evaluation forms to express satisfaction and dissatisfaction with courses and are encouraged to provide more informal feed-back as well. The college faculty and administrators including the president appear to cultivate and enjoy their relationships with the elderly students. Elders also

participate in student government; one 62-year-old student was elected to the student senate.

Program Analysis - The North Hennepin situation had two strong assets from the outset: a well-organized elderly constituency, and a college president and a director of community services who were committed to the philosophy of an open college for everyone. The United Seniors of Minneapolis, the elderly group that "invaded" the campus and made initial demands for a program, are an active, politically sophisticated group steeped in the skills of advocacy. The existence of this group and of other local well-organized senior clubs made outreach and information tasks much easier and more effective for the college.

The director of community services and the president of the college envisioned their roles or facilitators. They immediately recognized and stressed the importance of elders' self-determination and involvement. When asked the role of elders in the program, the director of community services answered: "It's very simple; they call the shots."

The continuing and deep commitment of the director of community services has been the key to the program's success. He has provided competent direction without being overly directive. He has also managed to adopt an informal, relaxed approach that is neither condescending nor patronizing. As the Seniors on Campus Program matured, he became so involved in the issue of education for elders that he conducted a study and wrote his doctoral dissertation in that field. He used his expertise in providing options and structuring situations within which the elders made their own decisions and put their own program together. The elders, through their advisory committee, determined the courses to be offered, suggested the instructors, and set times and places for courses to be held. As a result, the North Hennepin program exemplies an excellent balance between the professional and consumer roles in program development.

There were other factors which were instrumental in the program's success. Funds were obtained to support the program and to purchase a van for transporting elderly students. (The college is far distant from the city and not convenient to public transportation.) Organized car pools assisted the transportation effort. The college itself is physically accessible with single level buildings, no stairs, and ample parking close by. There are also facilities for students in wheelchairs.

The North Hennepin program still faces some problems. It has not been able to find methods of reaching the poorer, more isolated elders who are underrepresented in these and other programs for elders. This is obviously difficult but important for the continued growth of the program. Also, the college must face the challenge of maintaining the aura of excitement and involvement which has become the program's hallmark.

The development of the Seniors on Campus program is recognized as a growth experience not only by the elderly students but also by the rest of the student body and the administration.

Chapter IV

An Inclusive Model of Educational Program Development for Elders

Taking the Initiative

Today more and more community college administrators are taking the initiative and developing programs for elders from within. By doing this, they find that they can both increase the early commitment of the college and allot more time for the planning process.

Before attempting to initiate effective programs for elders it is necessary that those responsible for the planning view elders as people who want and need educational programs as well as people who should be included in the community college's service population.

It is important that commitment of the college administration be obtained before beginning the suggested program methodology. Without that commitment the program cannot succeed.

The initial steps may be to convince the college "higher ups" and/or governing board that the college should reach out to serve the elders of the community. The means by which and how quickly this is accomplished depend upon the situation. In some cases it may be enough to document the need, i.e., numbers, sex, education, future projections. In other cases, more persuasion and clout may be indicated.

Areas to investigate in enlisting support include: (1) other colleges that are doing programming for elders; (2) facts and figures about elders and education; (3) potential loss of younger students due to aging of general population (the "baby boom" bulge is moving upward); (4) humanitarian commitment; (5) professionals serving elders in the community; and (6) elders themselves.

One assistant director of continuing education in a community college in the Northeast did everything he could think of to convince the director that the college should extend its resources to a rather substantial elderly population. Finally, he brought in an "expert" on the problems of aging and got the dean and her together over lunch. The "expert" talked about programs throughout the country and the dean was convinced that the program should start.

With the commitment of the college administration assured, a program planner is well on the way toward taking the initiative in contacting the elders of the community. The value of reaching out to elders cannot be overemphasized. Not only does such communication give the college a better grasp of the needs but it also has the effect of showing the elders that the college people are sincerely interested in them—something that very few others have done.

Taking the initiative in programing for elders can give the college an important start in the tedious process of client involvement in planning and program development. If the college accepts the view that programs for elders are an obligation, then it can examine how to best mobilize its resources and set the process of program building in motion.

Forming an Alliance

This model of program development is set in a framework of inclusiveness. An alliance with the community of elders is the key to the model. The *process* of forming the alliance and of subsequent planning is as important to program effectiveness as the resulting courses and/or services. Success hinges on involving the elders in each of the formative steps.

It is suggested that the alliance with elders be developed with the community through the formation of a representative coalition of older adults.

This group may be called a consumer (elderly) planning board (CPB), a program development committee (PDC), a senior advisory council (SAC), or some other designation. (Preferably, the word "advisory" should be avoided since it implies little authority in decisionmaking.) For the purposes of this guide, the group will be hereafter referred to as the consumer planning board. The purpose of the board is to insure the constant input of the community's elders in program planning.

There are two basic concerns in establishing and making appointments to this board: (1) choosing a representative board; and (2) attaining the proper balance between the role of the consumer board and the role of the college administrator.

Choosing a representative board — In selecting a group representative of elders, it is tempting to call on a few very active older people who may already be connected with the college or to use an existing organized club to serve as the planning group. While this approach may save time and research at the outset, in the long run it can be detrimental to ultimate program success.

Some initial research on the general characteristics of elders in the community should be done in advance or naming the board and putting the members to work. The basic factual information needed to achieve an overview of the community's older population includes:

Number of elders
Percentage of population
Areas of high density of elders
Income levels
Age and sex breakdowns
Residential arrangements (living alone, senior housing, living with families, living in nursing homes)

This information can generally be obtained from a combination of census reports and information compiled by the State agency on aging. The position of this agency within each State bureaucracy differs as does its title. (See appendix B for listing and address of State agencies.) The State agency should also be knowledgeable of any other existing special studies of the local community's elders.

Once this general overview of the elderly population is obtained, the next step is to identify the clubs and organizations for elders that exist in the community and to determine the section of the elderly population each represents. A listing of most clubs can generally be obtained from the State agency on aging. It is helpful to speak with a number of these groups and with a number of elders. There may be several groups in the community, each claiming to represent *the* elderly. In truth, each usually represents one segment of community elders. While the numbers and types of organizations for elders vary greatly from town to town and State to State, there are two large national organizations which have many local chapters across the country: the National Council of Senior Citizens and the American Association of Retired Persons/National Retired Teachers Association.

In addition, many cities and towns have councils on aging, golden age clubs, ethnic-based senior clubs, and clubs for retired union workers and retired professionals. Also, many housing complexes for the elderly have their own clubs. There are many elders in the community who may not be represented by organized elderly groups and from whom representatives should be sought. For example, elders in nursing homes are often capable of participating in certain programs. A resident of a local nursing home might serve as member of the consumer planning board.

Having learned the characteristics of elders in the community and of the existing clubs and organizations and what portion of elders they represent, a board of about 8 to 15 elders should be selected. This is large enough to insure representation but small enough to be a true "working" group.

Since communities vary greatly, no specific guidelines on the makeup of the consumer board are possible. However, here are some criteria to consider in choosing members:

- Representation of different income levels
- Equitable distribution of men and women
- Representation of different age levels from 55 years on
- Representation of working and retired elders
- Representation for different geographical sections of the community
- Representation of different types of living arrangements
- Representation of institutionalized elders
- Representation of different educational backgrounds
- Representation of different minority and ethnic groups

Attaining the proper balance between the consumer board and the college administrator — Many consumer boards serve as sounding boards and rubber stamps of policies already set. In a sense, they exist solely to legitimize decisions already made. This has been particularly true where consumer boards of elders have been developed. Elders are usually expected to attend meetings, ask a few questions, and nod their heads in approval while others make decisions and implement the programs. Such a consumer board provides no real input to the administrator and usually does not succeed in giving elders even an illusion of participation.

The consumer board proposed here must be one with which the administrator is willing to work on an equal basis and on all phases of the program. This can involve long and difficult meetings to iron out disagreements and differences, but it also ensures real involvement of elders and the development of a process that reflects both dignity and self-determination.

Attaining the proper balance between the roles of the consumer board and the administrator is difficult. However, each does have a complementary task and their roles can be mutually supportive. Through input from the elderly consumer board, the adminstrator greatly minimizes chances of making errors due to oversight or ignorance of elders' interests and habits or of other activities and programs for elders in the community. Elders can also provide help the administrator by exerting influence on and seeking assistance from the college administration and other community groups. A contingent of elders approaching the administration with a request for space and use of rooms can sometimes be more effective than the dean of continuing education making the same request.

This does not mean that elders become experts in education any more than it means that the administration can fully understand the problems elders face. Rather, this does mean that both have special, equally important areas of expertise which are essential ingredients for the most effective program development.

The administrator is not to be dictated to by the board nor should the board allow itself to be dictated to by the administrator. The administrator is expected to provide program research and to present a wide variety of different program options and methods of teaching which could be available for elders.

Most groups in the population are likely to be traditional in their approach to education. Unless given full understanding of options, they may choose programs which do not succeed in meeting their needs. Effective self-determination of programs must be based on availability of complete information. The administrator has the responsibility to see that all matters are fully discussed, that every member of the board has a chance to speak, and that the ramifications and implications of various decisions are understandable. The administrator, too, must set the parameters of resources within which the college is willing to make a commitment. The consumer planning board has an obligation to present community needs as the members see them and to consider the educational objectives and options as well as the limitations and abilities of the college to provide needed programs and activities.

The consumer planning board and the administration represent an alliance for program development for elders and as such it is helpful that the CPB have active representation on other decision-making boards, where they exist. Clackamas Community College, Oregon City, Oreg., has elders serving as members of every consumer and governing board in the college. This, the administrators claim, gives the elders a voice in all activities and programs of the college. (See appendix A.)

Assessing Needs

The initial task confronting the adminstrator and the consumer planning board is an assessment of the educational needs of the community's elders. For effective programs, an assessment of elders' needs ultimately depends on their own perceptions of their requirements in conjunction with other supportive data. The difficulty lies in ferreting out what the *educational* needs are since people are often unaware of educational options available, and needs are often unrealized or ill-defined. Talks with small groups of elders or individuals, pointing out options and finding out about habits and interests, constitute one valuable method of needs assessment.

Another way of assessing needs is to develop an instrument which will give information on elders' major problems and interests as well as on their choice of educational programs to solve these problems to be used as a guide along with other available data. An example of such a needs assessment instrument is on pages 18-19. The left

Needs Assessment Instrument

_____ Community College is interested in finding out what kinds of needs and interests older people have and what kinds of programs and activities they would like to see developed. In order to get this information, your help is needed by filling out this brief form. Below, in the left column, are listed 20 statements describing feelings, both good and bad, that older adults often feel. In the right column are 20 examples of activities, courses, or programs which a community college might develop. Please choose the statements in the left-hand column that best describe your feelings about yourself. Next draw an arrow from *each* of these descriptions to the activity or program that you think would make you feel even better about a good feeling or would help to improve a bad feeling. In other words, connect statements describing how you feel with activities you would like to see developed because of those feelings.

Feelings

1. I am often lonely.
2. I don't know where to go to get information on programs.
3. I don't feel that I'm making the most of my talents and knowledge.
4. I feel powerless to change most of the financial and housing problems I face.
5. I feel isolated and homebound.
6. I like meeting new people.
7. I am confused about what benefits I am eligible for.
8. I miss the routine of work.
9. I feel older people are discriminated against.
10. I have difficulty in getting around the city (town).
11. I enjoy having increased leisure time.
12. I don't know much about options for retirement.
13. I don't feel needed unless I'm accomplishing something specific.
14. I don't think other people understand the problems elders face.
15. I need help in finding where to go for specialized help.
16. I don't have enough to keep me busy.
17. I feel I'm presently dealing quite well with my retirement, but there may be future problems I haven't foreseen.
18. I have to feel useful to be happy.
19. I think there are many laws and policies which should be changed.

Activities

1. Learning a new language.
2. Meeting with a counselor and a small group of elders to discuss how to cope with retirement and/or widowhood.
3. Being trained to help care for young children.
4. Going on field trips to local points of interest.
5. Attending a hot lunch or other programs with other older adults.
6. Learning how to deal with and negotiate with local, State, and Federal agencies.
7. Learning about the effects and the problems of growing old in this society.
8. Having one central place to go and get information or just talk to other elders.
9. Volunteer work several days a week.
10. Learning about my legal rights and the law as it affects older people.
11. Attending a film series.
12. Being trained to assist and inform other elders.
13. Learning about Social Security, health, and other benefits for elders.
14. Having a bus or van available for special shopping and medical trips.
15. Learning how to understand and overcome the myths and stereotypes of aging.

Feelings

20. I am worried about eventually having to go into a nursing home.

Activities

16. Taking courses in literature or world events, etc.
17. Learning what local programs exits that are especially for elders.
18. Having a home care service to provide help for ill or homebound persons.
19. Learning how to organize with other adults to help each other.
20. Being trained to work several hours a week at a part-time job.

Please use the space on the back of this sheet to make any additional comments you wish with regard to your own concerns and feelings and educational programs that might be of assistance to you.

column contains 20 statements expressing both positive and negative feelings about themselves and their lives as commonly expressed by elders. In the opposite column are 20 statements listing possible solutions in terms of activities or programs which a community college might offer. Those filling out the form (which should ideally be on one long sheet) should be instructed to choose the descriptive statements that typify their situations and then connect each of these with the solution in the right column that they think would either further enhance a positive feeling or reverse a negative one.

This technique may be particularly effective for three reasons: (1) it is brief and relatively easy to complete; (2) it gives elders the opportunity to express not only their concerns and feelings but also the solutions they want; and (3) by allowing each individual to express feelings and solutions, a more complete picture of consumer desires is obtained. The instrument says to elders: "You know best what the needs are and you know best what is needed to change these. This is just a way of helping you to clarify your thoughts." This also means that the administrator and the consumer planning board will have more specific directions and guidelines on elders' wishes when choosing program content.

The next problem concerns the use made of this needs assessment instrument. Since the purpose of the instrument is to assess the needs of a representative sample of elders and the consumer planning board was chosen on the basis of its representativeness, the instrument should be given first to its members. However, they constitute only a small sample. Other elders should be involved, through the help of the consumer planning board, senior clubs, nursing homes, senior residences, or general mailing lists. A very large sample is not necessary; about 5 percent of elders in the service area is usually sufficient. There is a major benefit to taking a large sample: the more people reached, the more likely local interest and enthusiasm are developed and the more people will be involved in the process.

The needs assessment instrument can assist the program developer in obtaining useful information quickly. Data obtained through indepth interviews with individuals and talks with large groups of elders can be used to supplement the instrument results. Also, meetings with professionals working with elders in the Social Security Administration and public health and family service organizations, and other community groups can provide a broader perspective of needs. Very often, professionals in these agencies have more extensive contact with low-income, isolated people than do the club representatives. From all of these sources, then, a clearer picture of needs and program desires should emerge for both the consumer planning board and the administration to consider.

Analysis of Needs Assessment Results

Most of the feelings and activities linkages will be self-explanatory in terms of suggesting needs and directions for program content. However, for purposes of general guidance, the activities chosen can be grouped in the following manner under the five program categories used in this guide:

Enrichment:
Numbers: 1, 4, 11, 16
Retirement Planning:
Numbers: 2, 7, 13, 17
Second Careers:
Numbers: 3, 9, 12, 20
Advocacy:
Numbers: 6, 10, 15, 19
Services:
Numbers: 5, 8, 14, 18

Selecting Program Content

To determine program content, needs and program desires — as evidenced in the needs assessment — must be placed within some workable framework. Community college programs for elders can be grouped into five general categories: enrichment, retirement, planning, second careers, advocacy, and services. These are defined as follows:

- Enrichment — Those programs and courses in which the major goal is the intellectual and cultural development of the individual. Enrichment also includes social and recreational activities geared to providing more interesting use of leisure time.
- Retirement planning - Programs or courses designed to help elders face and understand the social, psychological, and physical problems of retirement.
- Second careers - Training for either voluntary or paid employment.
- Advocacy - Programs and courses designed to train elders to work with other elders to

improve current conditions and to change the image of older people. Advocacy includes training elders to push for beneficial legislation or to work at organizing and informing other elders.
- Services - The provision of direct social services to elders by the college.

An ideal situation would be for a college to offer well-rounded programs to elders in the first four of those categories because in almost every community there will be some interest in each, and to offer "services" only in special circumstances. Realistically, however, colleges do have limited budgets and resources and must generally choose to focus intensively on one or two areas or possibly to develop a program which includes some limitied programs in each area. The program area or areas chosen will depend on:

- Needs and desires as obtained through needs assessment.
- The college's ability to provide such programs either alone or in conjunction with other community groups.
- The existence of other community agencies or organizations which already provide these programs or which are both more capable of and willing to provide them.

Following are separate discussions of each of the aforementioned program categories, giving general guidelines on the purpose and content of the program and sample curriculums.

Enrichment — Enrichment is the one category which community colleges have most commonly developed for elders. The college is more likely to have the staff, facilities, and experience to develop enrichment programs than to originate programs in the other four categories. There are, however, major issues which the administrator and the consumer planning board will face:

The first is to choose from the broad span of possible enrichment activities those which best meet the needs of the local population of elders.

The second issue is the dilemma of age-integrated vs. age-segregated classes. Some colleges have found that elders choose to attend classes solely with elders, while other colleges find that elders prefer the intergenerational give-and-take of classes with younger students.

A third issue is the question of credit vs. noncredit courses. Again there is a difference of opinion. Some elders prefer the lower pressure of noncredit courses, while others feel credit courses provide a sense of structure and purpose. Many colleges try to provide a mixture of both. These and other issues can only be solved through working with the consumer planning board to determine local preferences.

Sample Enrichment Curriculums

The purpose of enrichment programs is to provide creative and meaningful use of leisure time. This is a category in which community colleges are least likely to require advice since enrichment programs are usually areas of their greatest expertise. Also, because of the breadth of the category, no one curriculum can be developed that would suit all enrichment interests. Listed below are categories of enrichment programs and some selected course suggestions of particular interest to many elders.

Basic Education:
- English as a second language
- Reading
- Grammar and construction
- Arithmetic
- Basic science

Liberal Arts:

Humanities:
- Autobiographical writing: writing from experience
- Modern literature on aging, both fiction and non-fiction
- Women in contemporary society

Social Sciences:
- History of the community
- Psychological aspects of aging
- Sociological aspects of aging
- Local and State government
- The law as it affects elders
- Budgeting and consumer survival
- History of the 20th century as witnessed by course participants
- Aging in other societies

Sciences:
- Biological aspects of aging

Arts and Crafts:
- Photography
- Sculpture
- Weaving

Ethnic and folk dancing
Bridge
Chess
Theater: acting, producing, and directing
Cooking for one or two people
Basic auto repair
Basic electronics
Home plumbing and heating
Singing and chorus
Gardening
Jewelry making
Woodcarving

Other:

Physical fitness
Lip reading
Investments
First aid
Public speaking
Field trips to local sites of interest
Yoga

Retirement Planning — Retirement planning programs are being developed increasingly in community colleges. An effective retirement planning program should be started with individuals in their early 40's and continued off and on until after retirement. However, most retirement planning programs are offered to people either just approaching retirement or recently retired. A college interested in developing such a program may want to approach local businesses and unions to discuss possible cooperation in recruitment, program development, provision of facilities, and funds. A retirement planning program should basically cover three different aspects of retirement: (1) anticipating the many changes in relationships and life style, (2) learning how to make one's way through the service system of programs and available benefits, and (3) developing a new life style.

Most people are not prepared for the many changes and repercussions of retirement. Retirement does not simply mean leaving a job. It often means developing a new relationship with a spouse, where constant togetherness can cause problems in even the happiest of marriages. Retirement also often may mean developing new relationships with friends. Many people's social contacts come largely from work. Retirement can mean the loss of these friendships if readjustments are not made. Retirement means the sudden loss of routine and often a sense of worth. Individuals whose identities have been as a machinist, editor, teacher, or firefighter must suddenly put "retired" before these identifications and see this as an indication of uselessness and a "has been" status. A retirement planning program must deal with these changes and their impact by helping elders to expect and anticipate them, to understand their universality in this society, and to find ways of coping successfully.

There is, also, a network of services and benefits available to elders. Elders need information on Social Security, health insurance, transportation and nutrition programs, educational programs, and many others. A retirement planning program should provide basic information on all of these as well as guidelines on making one's way through the system. It is particularly important that elders realize that these programs are due them as a right and that they have earned such benefits and paid for them through their taxes and other contributions to society.

The final aspect of a useful retirement planning program is to help elders assess their interests and desires in their coming years. Options such as cultivating an existing hobby or starting a second career can be explored.

Sample Core Curriculum

Retirement Planning Porgram

The purpose of the retirement planning program is threefold:
1. To alert those close to retirement to the problems they are likely to face in retirement.
2. To better equip them to cope with the problems they anticipate facing or are likely to face.
3. To develop individual general retirement "plans" with knowledge of problems elders are likely face.

Goals	*Curriculum*	*Suggested Methods*
1. To alert people close to retirement to problems they may face in retirement	Retirement and rolelessness	Both spouses should attend if possible
	Retirement and time Retirement and housing	Discussion with people already in retirement
	Retirement and spouse	Simulation of problems
	Retirement and health Retirement "shock"	Group attempts to cope with them
	• Widowhood • Isolation • Loneliness	Case examples
2. To provide greater capacity to cope with a variety of problems	Study of retirement "network" Income	Selection of study areas most relevant
		Discussion with agency personnel about services provided
		Group discussion and workshops on various study areas
	Income	Visiting agencies and housing options
	• Pensions • Social Security • Investments • Supplementary second income • Other Social Services • Agencies on aging State Local • Golden Age groups • Churches • Information and resources • Other	

Goals	*Curriculum*	*Suggested Methods*
	Health • Medicare • Medicaid • Medex • Hospitals • Doctors • Nursing Homes • Fraud • Other	
	Housing Options • Private housing • Public housing • House versus apartment • Retirement villages • Other	
	Legal Services • Wills • Frauds • Obtaining rights	
	"Agism" (prejudice against age)	Discussion of agism
	• Prevalence of agism • Distinguishing between the myths of agism and reality	Simulation of "myths and reality"
	Ways of confronting problems of obtaining service	Discussion with those in retirement on problems of obtaining service
		Simulation
3. To develop an individual retirement plan which is not binding but general	Group discussion and individual study of specific problems	Workshop
		Individual study
		Counseling

Second Careers — Few community colleges have developed programs to train elders for second careers. Yet, for both economic and psychological reasons, increasing numbers of elders are interested in developing new vocations or turning avocations into vocations. The demand for such programs is likely to become greater. There are many reasons, too, why second careers make sense. Since elders represent a talented and experienced human resource, there are many tasks in this society they can do in social services, business, and government. A program in second careers includes the following components:

- Assisting elders in assessing talents and desires
- Training
- Opportunity and job development
- Placement and followup
- Evaluation

Many training programs fail because they neglect the component "opportunity and job development." Employment opportunities for second careers do not always exist in communities. Sometimes this is because the employer has not thought of using elders to fill jobs or because there are no positions available in certain employment areas. The community college administrator, consumer planning board, and/or elders participating in a second career class may want to work with business, local government agencies, and private social agencies in developing part-time and full-time volunteer and paid positions. Where specific jobs do not already exist, the college should attempt to point out areas where there is need and where jobs could be created. For example, hospitals might be shown that hiring an elderly person for intake and reception areas to assist entering patients would provide a valuable service. Or, the local social service offices might be shown how it would be to their benefit to have several elders trained to answer certain types of calls and inquiries. The college, ideally, then should take the initiative in not only training elders for second careers but also in helping to develop the concept of second careers.

Sample Core Curriculum for Second Career Program

The purpose of a second career program is to provide an examination of individual potentials and options for voluntary or paid employment and to develop training and employment opportunities.

Goals	*Curriculum*	*Suggested Methods*
1. To develop capacity to select viable options	Review of and assessment of individual skills and abilities as related to job desires • Past employment history • Hobbies and avocations • Areas of special interest or study • Physical capacity • Financial needs • Voluntary-paid • Business-human service • Part time-full time • Other	Group discussions Individual analysis of needs Individual counseling Sample second-career case studies Development by elders of a job fair for elders with representatives of local human service agencies, businesses, and other potential employers available for discussion of their areas
2. To develop new skills or upgrade existing ones	Assessment of available education for skill development	

Goals	*Curriculum*	*Suggested Methods*
	• Existing community college programs • Other educational institutions • On-the-job training	
3. Job development	Review of specific employment opportunities and job counseling	
4. Evaluation and followup	Assessment of job satisfaction	Group and individual discussions

Advocacy — Elders, like other minority groups in recent years, have begun to realize that to improve their situation in any significant and large-scale way, they will have to become activists and advocates and organize to help themselves. Community colleges can provide support to these efforts in various ways. Colleges can develop programs and courses to instruct elders on the basics of the political and economic system and how they directly affect the conditions of elders. Colleges can design courses to instruct on such techniques as organizing, lobbying, and writing press releases for the media. This can be particularly effective if done in conjunction with organized clubs and groups in the community. Periodic seminars on specific pending national and State legislation can be scheduled. The degree to which colleges can participate in such advocacy efforts, particularly with regard to specific stands on bills and candidates, will depend on the State and Federal regulations governing the use of government funds. If regulations prohibit such complete involvement and sponsorship, colleges can serve as a catalyst in assisting organizations in developing such programs. Another option is for colleges to develop a nonprofit corporation with elders and to jointly develop an advocacy program.

Sample Core Curriculum for Advocacy Program

The purpose of an advocacy program is to inform and train older people to understand the complex of problems they face and to master the techniques and methods of advocacy through which they can begin to overcome these problems.

Goals	*Curriculum*	*Suggested Methods*
1. To develop an understanding of the myths and realities of aging	Overview of physiological, sociological and psychological apsects of aging to provide an explanation of aging in the context of this society in terms of what elders can expect, how they are regarded by others, and the resulting changes	Case studies to reflect differences in aging Group discussion on changes experienced vis-a-vis the society
2. To develop knowledge about the political process	Review of organization and functions of national, State, and local governments	Talks by local representatives

Goals	*Curriculum*	*Suggested Methods*
		Examination of voting records of political people and policies and provisions of "helping" agencies
3. To develop knowledge of income and financial problems of elders	Overview of Social Security system and other pension policies	Examination of existing legislation and proposed legislation on income
	Review of consumer problems in living on a fixed income in terms of inflation	Talks with Social Security personnel on major problems voiced by recipients
	Discussion of possible remedies and plans for raising elders' income through minimum wage and reductions in taxes and other cost breaks	
4. To develop knowledge of health care problems	Review of availability of health care, health care delivery, and quality both locally and nationally	Existing and proposed legislation
	Review of national health insurance and legislation	
	Review of national health insurance and legislation	
5. To develop knowledge of housing, transportation, and other problems of aging	Review of the national and State legislation for elders affecting these areas	
6. To overcome feelings of powerlessness and frustration	Organizing and developing coalitions of elders for "senior power"	
	Lobbying—initiating and pushing legislation	
	Communications and use of media to educate elders and the community to make problems and demands visible	

Services — Generally, community colleges should not be the providers of direct social services to elders except insofar as they assist in direct educational program participation. However, in many areas, community colleges have been either the only or the most qualified body to sponsor and develop needed service programs. This is particularly true in many rural areas of the Midwest and West. As a result, some colleges now sponsor nutrition programs, multiservice centers, information and referral programs, and health clinics for elders. Nevertheless, provision of these services to meet basic needs does not fall within the special expertise of the community college. Where needs for basic social services do exist and where existing agencies cannot handle them, community colleges should begin to work with elders and community agencies to advocate for funds and to strengthen these existing service agencies. In other words, community colleges should undertake direct services only on a transitional and temporary basis.

Insuring Program Effectiveness

While generalizations about elders are to be studiously avoided, there are characteristics that may be found among numbers of elders (as well as some younger people) that the program planner may wish to take into account in order to reach the maximum numbers of elders and to assure maximum effectiveness with those reached. Some of these characteristics are:

- Limited mobility either from personal physical limitations or lack of transportation
- Fear and/or apprehension about "returning to school" and competing with younger people
- Knowledge and wisdom gained through years of experience
- Lack of awareness of the community college as a potential resource

These characteristics can influence recruitment techniques, location of the program, facilities used, teaching style, and types of supporting services.

Recruitment — If one takes seriously the notion that community colleges are obliged to serve the elders of their communities, then it may become necessary to "sell" the college to all local sectors in order to get them involved. At this point both where to do this and what to say are appropriate questions.

In addition to the usual use of the public media for announcing programs, putting special announcements and articles in newsletters and bulletins that are published by local senior citizen and golden age clubs would probably help. Mid Plains Community College in North Platte, Nebr., found that feature stories in the local papers on program participants and content rather than mere announcements were effective in promoting interest. Church bulletins were also often widely read by the elders of a community.

One college arranged with the electric company to include announcements of courses for elders with the electric bills in order to reach isolated people. Rock Valley Community College, Rockford, Ill., sends personal invitations announcing college programs directly to elders' homes.

When recruiting elders, no one medium is as effective as direct contact with the prospective participants. Personal appearances and contact by staff or, better still, elders familiar with the program at places where the elderly live, work, gather for meetings, or participate in recreation are by far the best methods of recruitment. Bucks County Community College in Newtown, Pa., recruits elders by setting up booths in local shopping centers and malls. Other places to visit in the recruitment itinerary include senior citizen and golden age clubs, councils on aging, church groups, veterans' clubs, grange meetings, elderly housing projects, recreation centers (public and private), bingo, beano games, etc., (often elders are there because they know no other options), libraries, nursing homes, and places of business and industry.

Nursing homes are often overlooked as recruitment possibilities, even though they present an excellent opportunity for programs. However, when recruiting in a nursing home the college must be willing to hold classes there or to ensure that proper and adequate tranportation is provided.

Businesses and industry should not be ignored as places of recruitment, particularly for second career and preretirement programs. Usually there are newsletters or inhouse newspapers in larger industrial plants that will carry a list of programs or articles on available resources. In some cases industry is willing to cooperate by bringing together people close to retriement for a meeting to discuss potential programs.

Recruitment of elders for community college programs requires that they be convinced that the

college is a resource for them. Their image of education may be narrow. Some may see education only as sitting behind a desk and doing their lessons. This can make it difficult to present a broad view of the resources that education can provide. They must be made to feel that the college can meet an important need or desire.

One must call upon common sense in discussing programs with elders, usually staying away from educational jargon, since these terms are sometimes negatively charged for any lay audience. When discussing available options it is often useful to talk in specifics, indicating the exact content of the various courses, the leaders, the teaching methods to be used, where sessions will be held, and what will be expected of them as participants.

In recruiting, it is helpful to bear in mind that, for many, the college campus may appear to be "foreign" territory. Some have fears of becoming part of the academic atmostphere. Also, some will assume that they will be competing with "smarter and abler young people," and will have reservations about being involved in courses with younger students. The person recruiting for programs may want to attempt to alleviate some fears, whether real or imagined, at the outset. Several colleges throughout the country have used the Gold Card as a way of acquainting elders with the campus. Elders of the community are given special privileges and access to events at the college at reduced rates or even free. To symbolize this priviledged status all elders are issued Gold Cards.

Location of Programs—Several factors may influence the location of the program, such as accessibility of the campus, availability of transportation, availability of suitable off-campus sites, fears among some elders about academia and/or sharing classes with young students, and suitability of the campus for use by those with physical limitations. If the campus is easily accessible and available to elders, many colleges have found it to be the best place to hold their programs. Benefits accrue to both the college and the elders when they are on campus. For example, the younger students, faculty, and administration benefit from the elders' exerpience, while the elders feel that they are a part of the life of the campus and enjoy their experiences with others.

If the elderly population generally is not familiar with or is fearful of educational programs, holding programs in places familiar to them can eliminate potential concern about being "on campus." Senior citizen centers and public buildings such as city or town halls, high school, recreation centers, etc. are often places to hold programs. Usually elders are used to these places and they are usually centrally located.

A satisfactory locale for programs in the area of retirement planning and second careers may be in space provided by the business or industry that is cooperating with the program.

Successful programs have been conducted by community colleges in nursing and retirement homes, retirement villages, public housing, and trailer parks occupied by large numbers of elderly people. Black Hills Community College in Spearfish, S. Dak., is one of several colleges across the country that holds lectures and programs in local nursing homes. A community college in Vermont has held successful programs in private homes. Thus, flexible and innovative use of options is helpful when selecting the location of programs.

Methods of Teaching—How one presents material to elders can greatly influence the success of the program. It is impossible to travel through 50, 60, or 70 years of life without learning a great deal about practical living. Too often teachers use the same teaching practices with elders as with youth and quickly lose their audience of elders.

Education of the elders presents a different challenge to the teachers. The teacher brings to the course or program a knowledge about a subject and resources that the students do not have. But the teacher should be ever aware of the fact that the elders also have knowledge and resources that the teacher may not have. It is the combining of all this knowledge and resources for increased knowledge that the teacher should keep in mind as the objective.

The teacher should also keep the students continually aware of the learning options available to them. Decisions on the use of audiovisual material, field trips, individual indepth studies of particular areas, political action, role playing, and other aids to education should be make jointly by teachers and students.

The teaching style that most lends itself to this approach and is recommended for teaching elders is the seminar or workshop with small numbers of students participating.

Supportive Services—One of the major problems that community colleges face in the development of programs for all elders is transportation. This is particularly a problem faced in rural and suburban areas where public transportation is minimal or nonexistent. Many elders choose not to have or

cannot afford an automobile. No specific solution is offered to this problem, but following are some suggestions gleaned from the experiences of others.

If the program can afford a bus to transport elders to and from programs, this is one solution. The bus can be driven by one or several of the elders in the program either voluntarily or for remuneration. If the program budget cannot support a bus or there are budgetary regulations prohibiting it, perhaps a local philanthropic or fraternal organization could donate one. Also a local automobile dealer might provide one for advertising purposes. Perhaps funds are available for a bus through the State office on aging and/or the Area Agency on Aging. Certain education funds may be available from other State or Federal sources for this purpose.

Another solution is to borrow a bus if possible. Sometimes senior citizen groups or churches have buses. Also school buses might be available off hours for use by elders. In Iowa, the use of school buses to transport elders to community college programs has proven very successful. Of course, the major difficulty with borrowing buses is that their availability may dictate a time schedule for the program which may not be the best time for the elders.

Some programs have successfully developed a system of shared rides with other students or participants, youngsters or elders. This system, however, is often fraught with the usual troubles of car pools.

Some colleges have contacted church and/or student groups to provide transportation as a philanthropic project. A word of caution: if this is attempted, one person should be assigned full time to coordinate the program. This may be an elder from the program or a staff person. Without such coordination too many elders become stranded and the whole program is likely to break down quickly.

The physical limitations of some elders require close scrutiny of facilities before their use. Generally, the more physical barriers there are, the fewer elders will have access to the program. Stairs can be a major problem. To accomodate elderly with physical limitations, classrooms should be on the first floor and in no case above the second floor unless an elevator or other appropriate lift is avaliable. Buildings which have facilities to accommodate the handicapped such as ramps are more easily accessible to elders. Also one should not overlook the availability of bathrooms to physically handicapped elderly people when planning programs. Some buildings, particularly new ones, often have heavy fire doors in the hallways. These doors are difficult for many elders to open and get through. Avoidance of such barriers assures greater chances of successful programs.

In most communities, there are service agencies that are able to help elders with such problems as housing, health care, income, and nutrition. A working knowledge of the agencies and exactly what they can and cannot do is helpful when working with elderly people. In some cases, it may be advisable to bring agency representatives to the program, on campus and off.

There are, however, localities where services are minimal or nonexistent; and there are also many problems for which there are no current solutions. In such cases, elders are often their own best resource for seeking solutions. "Senior power" organizations throughout the country are presently working to solve any of the problems faced by elders and are having some success. As mentioned previously, community colleges can assist in the development of advocacy to increase the number and variety of supportive services for elders.

Some colleges have been successful in mobilizing many of the resources of the community for greater program effectiveness. Local businesses may donate a wide variety of needed mterials and space. At Southwest Wisconsin Vocational Technical Institute, Fennimore, Wis., community service clubs cosponsor classes and programs. Also, at Greenfield Community College, Greenfield, Mass., local businesses donated downtown store space for a storefront college as well as other equipment and materials. This requires wide contact with business and community leaders, and ingenuity in begging and borrowing. It is worthwhile to bear in mind that along with their genuine concern for elders, providing elders with help is good public relations for business. Giving public credit to those who help by word of mouth or in writing, or through awards, insures continued cooperation from previous donors and makes it more likely that others will help.

Maximizing Manpower, Finances, and Other Resources

A major challenge in developing a program surfaces in making the most of available resources and seeking out new ones. Most college administrators face both a limited budget and either a part-time staff or no staff at all. There are resources, both human and financial, which can be obtained by the enterprising and determined administrator.

The prime asset of any educational program for elders is elders themselves. As stressed earlier,

involvement of elders in program development and implementation not only contributes to program success but also must be seen as a goal in itself. Elders can perform a number of essential program tasks which would normally be undertaken by paid staff. A few examples of such tasks follow:

- Researching basic demographic and factual background on the community's elders
- Assisting in community needs assessment, including distribution of needs assessment instrument and analysis of results
- Recruiting students through talks to elderly groups, direct mailing to elders, and staffing information booths in senior centers or other areas where elders congregate
- Orginating publicity and communications by writing press releases and flyers for local newspapers and/or TV and radio stations; arranging appearances on local radio and TV community service programs
- Serving as instructors and teachers
- Approaching community groups and local industry for donations of materials, space, and/or funds
- Approaching government agencies and private foundations, along with adminstrators, for funds
- Collecting information on and developing liaisons with pertinent community groups and organizations
- Developing car pools and working out transportation schedules
- Assisting in writing proposals for program funds to appropriate agencies

While most of these tasks can be done by elderly volunteers, qualified elders should be given particular consideration in filling paid positions that have been developed and funded.

There are several places to find elders to work on program tasks such as those outlined. The first and most obvious place is the consumer planning board. Members themselves may be interested in assisting or will be able to locate other elders who would participate. Another source is the network of local elderly clubs and organizations. Most communities have several organizations such as Voluntary Action Programs or united community groups which place adult volunteers.

Additional appropriate resource is a volunteer program especially geared to training and providing elders as volunteers, the Retired Senior Volunteer Program (RSVP). This program serves people aged 60 years and over. Community colleges can become involved in this program in two ways: either as the sponsor and developer of the program or as a volunteer station for use of elders' talents. More than 25 community colleges have developed RSVP programs, although this direct service role can often be more appropriately accomplished by other groups in the community. Elders are provided with stipends and work for several days a week at jobs chosen to reflect their choice and talents. The RSVP program comes under the auspices of ACTION, a Federal agency, that administers a number of volunteer service programs. Regional offices of ACTION and their addresses are listed in appendix B.

Besides elders themselves, there are other groups which can provide volunteers. Many younger college students, particularly those in the field of social service or education, would be interested in the various phases of program development. In some cases, students can be given field work credit for substantial participation. Sometimes, staff of area social agencies and other community groups will see such participation as outreach and instruction as part of their functions, and will provide such services at no cost to the college.

Some large companies have developed programs which encourage workers to perform community functions on company time. For example, Xerox Corporation's Community Involvement Program allows employees to select and work in a project or activity backed by corporate funds. Xerox Corporation also has a Social Service Leave Program which supports selected employees to work an entire year in some community-related project. A quick survey of local industry would determine if such programs exist in the community.

Besides personnel, there are other program resources which are obtainable at no cost. Use of public and minicipal buildings, such as city or town halls and libraries, can provide needed space in population centers. Also, local companies and businesses, if approached (particularly by a group of elders), will often donate equipment and supplies.

A successful education program for elders can be developed with little direct funding. However, an aggressive search for volunteers and donations is involved. This approach also serves to involve both elders and other community groups more deeply in the process of program development and, while more taxing for the administrator, can provide greater rewards.

Most educational programs for elders ultimately need to seek some sources of direct funding beyond the limitations of the college budget. A major source of such funding is the Federal Government. Three different Federal agencies are particularly appropriate for directing such program proposals: the Administration on Aging, the Office of Education, and the Department of Labor.

The Administration on Aging, U.S. Department of Health, Education, and Welfare, through provisions of the Older Americans Comprehensive Service Amendments of 1973, administers funds for several purposes which fall within the possible program interests of community colleges. Title III of these amendments can provide funds for developing a wide range of cultural enrichment and direct service programs for elders, and for planning, needs assessment, outreach, and transportation aspects of the program. Funds support the training of persons to improve service delivery to elders. This could include funds for programs which train elders to develop second careers in providing services to other elders. Title VII provides funds for nutrition, including not only meals but also nutrition education and other supportive services such as information and referral. This funding would basically be used by colleges who felt compelled toward direct service delivery because of elders' unmet nutritional needs in the community.

Most Administration on Aging grants are disbursed and administered by the State unit on aging in each State. Recently State units have decentralized service planning and delivery by developing area agencies on aging. Funding efforts should also take into account alliances with these area agencies. Requests for detailed information on area agencies and on funding proposals can be addressed to the pertinent State Unit or to the Administration on Aging in Washington, D.C. (See appendix B for addresses of State units and the Administration on Aging.)

The Office of Education, also in the U.S. Department of Health, Education, and Welfare, is another appropriate source for funding educational programs for elders. In particular, title I, part A, of the Higher Education Act of 1965 authorizes funds to support community service and continuing education programs to meet the needs of elders, retirement planning, and general enrichment programs. This title, along with title III of the Older Americans Amendments, has been an especially successful funding route for community colleges. Funds are disbursed through each State's postsecondary education agency; requests for information should be addressed to these agencies or to the Office of Education in Washington, D.C. Also under the auspices of the Education Amendments of 1972, each State postsecondary education agency has some monies for scholarships to basic educational objectives. These funds can be sought for financing needy elderly students.

Under title III of the Adult Education Act, Office of Education funds can be sought to train elderly paraprofessionals for participation in community service programs. These funds are administered on the State level by the State education agency. The Office of Education also disburses funds through each State's vocational education agency to be used to develop training programs to upgrade elders' skills, consumer education programs, or curriculums, and to train paraprofessionals. Again, requests for more information should be made to either the State vocational education agency or the Office of Education in Washington, D.C.

The Department of Labor is another source of Federal funding of programs for elders. Under the Comprehensive Employment and Training Act of 1973, funds are available to provide training and job development for older workers, with particular regard to retraining for employment in public service positions. Colleges interested in developing second career programs may find this source a useful funding possibility. Funds under this act are distributed by "Local Prime Sponsors," a term used for the specially designated local units of government charged with administering these funds. Further information can be obtained from the regional Federal office or the Department of Labor in Washington, D.C.

For certain innovative and replicable model programs, limited direct funds are made available directly through the Administration on Aging in Washington under title IV (Model Projects) of the 1972 Amendments to the Older Americans Act.

Although most Federal funds are disbursed through and administered by appropriate State and municipal governmental units, State units on aging and State education agencies often accept funding

proposals for specifically earmarked State funds. Also, State public health and mental health agencies should be checked for funds to develop health education programs for elders through the college.

Local units of government, counties, and particularly the larger cities may have funds for developing programs for elders. County offices, city and town halls should also be contacted to see where responsibility for elderly programs rests and what programs exist.

Private funds can come from these potential sources: local civic and social clubs, private foundations, and business organizations. Local civic and social clubs—Kiwanis Club, Rotary Club, Elks Club, University Women's Clubs, Junior League, Junior Chamber of Commerce, etc.—sponsor events to raise funds for the benefit of local community projects. If approached by groups of community elders and presented with the need for funds for educational programs, they will often provide needed financial assistance.

Private foundations are a source of funding, although some have restrictions on funding public institutions. Local foundations are particularly receptive to funding programs in the immediate community and should be approached before larger national foundations. A *Directory of Foundations*, usually available at the college and local public library, lists private foundations by State along with an explanation of the types of projects they fund, areas of special interest to elders, and monies available. A directory of foundations for your State may be available through the Secretary of State's office. One may want to check the previous year's annual report of a foundation to determine actual allocations of funds.

Up to now, the business community has not been a major source for funds. However, business is recognizing its responsibility and obligation concerning the options open to its retired employees and the community's elders, particularly in view of early retirement policies. Increasingly, the business community must be approached and shown the needs that exist and the potential to the community as a whole of direct financial support of programs for the elderly.

Chapter V

A Glimpse of the Future: Implications for Program Development

During the last quarter of the 20th century, American society will continue toward greater industrialization and urbanization. Technological developments will probably advance rapidly, making it increasingly difficult for workers to keep pace with changes that affect their jobs. As a result, younger workers, more recently educated in what probably will become a more technically oriented system, will have more up-to-date, thus more valuable knowledge than their older counterparts. The youth-oriented society will undoubtedly persist in regarding work as the most important factor in determining their position in and worth to the society.[1]

Because future technical development will both accelerate the rate of a person's obsolescence[2] in industry and also make it possible for a smaller proportion of workers to produce the necessary goods for the society, a reduction in the age of compulsory retirement to 60 or even 55 can be anticipated. As a result, it is possible that the lower limits of what is called "old age" will be reduced accordingly.

But what can be predicted about the elders who will be living in the America of the future? First, there will be *more* elders than ever before. It is predicted that there will be at least 28.8 million over 65 by the year 2000.[3] The proportions of elders in the population will increase steadily; at the present time the number of people over 65 is increasing more rapidly than the population of the Nation as a whole.[4] If there is a major breakthrough in the cure of heart disease or cancer or both, the figures will climb even higher.

In the future elderly women will outnumber men to even a greater extent than they do today.[5] Elders will also be better educated,[6] healthier, and more physically mobile than ever before.[7] Probably tomorrow's elders will be slightly more affluent than elders today[8]; and more of them will be living alone.[9]

Increasing numbers of today's younger people will live longer, healthier lives following their work careers and consequently "old age" will become a more active stage in the life cycle. People will likely be seeking increasing options for activities during their retirement and retirement itself will take on new meaning as an *entrance* into new roles and new activities, not as an exit from the old roles as it primarily is today.

Over the next decade and beyond, society will be wrestling with providing ways of helping many elders to make constructive use of time that really will not be considered leisure time. Leisure time is related to work and for most people can be filled with activities that have little or no social worth to the individual. When retirees have no

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[1]See Donald O. Cowgill, "The Aging of Populations and Societies" in *The Annals of the American Academy of Politics and Social Science*, Vol. 415, September, 1974.

[2]Robert A. Binstock, "Aging and the Future of American Plitics." *Political Consequences of Aging. The Annals of the American Academy of Political and Social Science*, Vol. 415, September, 1974, pp. 199-212.

[3]"New Facts About Older Americans," U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1973.

[4]"We, the American Elderly," U.S. Department of Commerce, U.S. Government Printing Office, 1973.

[5]*Ibid.*

[6]*Ibid.*

[7]"New Facts about Older Americans," *op. cit.*

[8]"We, the American Elderly," *op. cit.*

[9]*Ibid.*

work, at least some of their time must be filled with what to them is meaningful activity.

As the population increases and the age of retirement decreases there will be increasing numbers of healthy, "young" elders able to perform many tasks in and for the society. Ways need to be continually developed to harness the untapped resources of elders to help meet society's economic and social needs.

Finally, as the composition of the elderly population chances over the next 25 years, there will be an increasing demand on financial, social, and medical services. These demands will probably alter the substance of those services as well as the amount, making it necessary not only to increase services but to develop new services that have never been provided.

The implications of the above for community college involvement in the field of aging are many. As the population of elders grows, so too will their demand for programs from various sources, including education. Community colleges will need to reach out to greater numbers of elders and with a wider spectrum of activities and programs. As forced retirement becomes more and more common, education about that period of life and ways of preparing for it and coping with it will be necessary. People about to retire and those recently retired will need such programs; so also will younger people in the college programs and in industry. It is likely that industry and labor will increasingly look to education for this help in the near future.

As the notion of a two-career life becomes increasingly accepted, courses and programs to prepare people for second careers will be needed. Community colleges can work with younger people as well as with elders to develop second career curriculums and, in conjunction with service agencies and industry, to develop jobs in the community for older workers. Educators and service personnel will require training in methods of developing second career programs.

As retirement becomes a more active way of life for increasing numbers of people, education, in general, and community colleges, in particular, will be called upon to prepare elders to take advantage of a variety of options (outside of second careers) for use of both leisure and non-leisure time. This might involve active participation in advocacy, legislative activity, education for continued growth and enrichment, volunteer service activity, and a variety of options not yet thought of.

As the need for services increases and changes its focus, community colleges can prepare both service personnel and elders to cope with the changes. New personnel will need training and veteran personnel will need updating on newly developed techniques, services, and programs. Further, community colleges can supplement services with additional programs and even pilot new and innovative services where appropriate and necessary.

As knowledge proliferates in the field of gerontology, service personnel often will not have time to sort out and keep up with the literature that can help them in their practice. The community college can serve as a resource to the practitioner by sorting out relevant material and abstracting articles and books to facilitate professional practice.

While the major areas for possible participation of community colleges with elders in the future have been mentioned, the potentials for specific programs—courses, etc—in any or all of these areas are practically unlimited. Program development in the future will require imagination on the part of the planners, commitment on the part of the college, and continued interaction with the community by elders, industry, labor, and government.

As the younger population, traditionally those served by the community college, decreases over the next few years, many colleges will look to new populations in order to maintain services and educational standards in the community. Hopefully, these colleges will seek to make elders their second careers.

APPENDIX A

Five Additional Case Studies

The following program descriptions are taken from *Older Americans and Community Colleges: Selected Papers*, edited by Andrew S. Korim and Dorothy O. Waugaman.

Grateful acknowledgment is given to the American Association of Community and Junior Colleges for permission to print these excerpts here.

SENIOR INVOLVEMENT AT CLACKAMAS COMMUNITY COLLEGE

John Hakanson
President
Clackamas Community College
Oregon City, Oreg.

Many senior-oriented activities are regularly scheduled as part of the college's program. At least one senior citizen serves on each of the 27 lay advisory committees which help the college keep its curricular and service programs in line with community needs. On one of the committees, the Community Service Advisory Committee, both the chairman and the vicechairman are seniors.

Our senior citizen Gold Card program apears to have been the first of its kind in Oregon. It was started at Clackamas 8 years ago, and since that time every community college in Oregon has adopted the same plan or one similar to it. Even Oregon State University and the University of Oregon are now using a limited version of the plan for their activities.

Any Clackamas College district senior citizen, 62 years or older, may receive a Gold Card by applying at a local high school. The card entitles the bearer to attend high school or college dramatic, musical or athletic events without charge. It also allows the senior citizen to register for any college class, tuition free.

Another campus program involving senior citizens is the Green Fingers community garden. Green Fingers is operated on several acres of campus land divided into 142 plots, 20' X 40'. Anyone in the community who wants to garden but has no land to cultivate is invited to take a plot. Water, seeds and fertilizers are provided through donations. There are no restrictions on what is planted, and gardeners are wholly responsible for managing their own crops. Many seniors and low-income families use the garden plots as a means to supplement their food supplies.

Last summer, a boat trip on the Columbia River was offered through the courtesy of the Portland Yacht Club. Arrangements for the trip, including lunch, were made by the Community Services Advisory Committee, and it was publicized through the Clackamas County Senior Citizen's Council, and the college public information office.

On at least two occasions, the college has joined with other groups and organizations in the county to organize a salmon bake for seniors. The Governor of the State and one of Oregon's Congressmen have spoken at these gatherings.

Other college services which have been useful to senior citizens include the following: (1) the speakers' bureau, which regularly sends staff members to address groups; (2) assistance in publicizing senior activities; (3) printing of publicity and information; and (4) seminars on topics of special interest. When possible, college vehicles are used to provide transportation for groups of seniors to various events.

College counselors make their services available to seniors, and college staff members function on various committees, boards, task forces, and steering committees working for and with senior citizen groups.

Community education classes are available for everyone, but there are some specifically tailored to the elderly. Some examples are Physical Fitness for Seniors, The Aging American, and Understanding Your Social Security.

Clackamas Community College has received funds for two important projects related to the elderly within the past year. The first of these is the Senior Involvement Project, funded by the Oregon Department of Human Resources Program on Aging, the college, and the American Association of Community and Junior Colleges. The second project is the Retired Senior Volunteer Program (RSVP) funded through ACTION and the college.

Phase I activities of the Senior Involvement Project included inservice training for people working with the elderly in institutional settings. One of these classes was held at Dammasch Hospital, a State mental institution. Instructional emphasis was on the sociological implications of aging.

Another manpower training program was held in February. The 2-day workshop covered motivation techniques, reality orientation, understanding depression, behavior modification, and recreational management and direction. Volunteers working with the elderly, and staff and administrators of nursing homes were among the participants. Orientation to the Aging and Their Health Care, another manpower training program at the paraprofessional level, was taught on campus.

A 2-year human services curriculum with an associate in science degree is planned with basic core classes coupled with a specialty. The specialties will include some or all of the following: child care, mental health, educational aide, and aging. A practicum in the specialty selected is a requirement of the curriculum.

Approximately 35 seniors attended a class on the aging American at a local Loaves and Fishes chapter, with another scheduled to begin soon. Loaves and Fishes is one of several names given to county programs of federally assisted meals plans for the elderly.

One of the conditions of Federal funding for these programs is that in addition to serving food, some form of social interaction opportunity is provided. The college, through its speaker's bureau adult basic education program, and the Senior Involvement Project, helps meet this condition by providing speakers, films, classes, and musical or dramatic presentations.

College instructors have made nutritional information available through the Loaves and Fishes program but have not met with overwhelming success. However, a Shopper Helper workshop, with tips on stretching the food dollar, shopping and cooking for one or two persons, and how to use freezers and other present-day appliances, had a promising spinoff. Two workshop participants reported what they learned to senior centers.

One of the emphases of the Senior Involvement Project is to enhance the opportunities for seniors to contribute to the solution of their own problems, as well as those of others. We avoid speaking and acting in terms of doing things "for" seniors; rather we conduct ourselves so as to do things "with" seniors. Most older people have been meeting heavy responsibilities for many years. Many are not ready to quit that entirely, nor should they be encouraged to do so. Most seniors need the stimulation and opportunity of participation and involvement.

The Retired Senior Volunteer Program (RSVP) is funded to provide senior citizens, retired and over 60 years of age, opportunity to offer their time and skills in volunteer service. Their duties have included work in schools, senior centers, hospitals, nursing homes, offices, libraries, parole and probation offices, and community centers.

A newsletter and weekly "Seniors on the Move" newspaper column in a local paper stimulate interest and open communication lines among seniors by reporting activities of RSVP volunteers.

SERVING OLDER AMERICANS: PROGRESS AT TRI-COUNTY TECHNICAL COLLEGE

Don C. Garrison
Director
Tri-County Technical College
Pendelton, S.C.

The basic purpose of the project is to develop one of South Carolina's most neglected resources —people—and invest this resource in a field bankrupt in skilled manpower—aging.

The scope of the project includes the formulation and implementation of a program to meet the needs of senior citizens in the Appalachian Region of South Carolina with emphasis on meeting the needs of citizens in Anderson, Oconee, and Pickens Counties. It is being accomplished by working to achieve three major objectives which constitute the three-pronged thrust of service, education, and referral.

The first of these components, scheduled to be implemented in September 1975, will provide indirect service to senior citizens through a manpower training program. This manpower component, when developed, will offer services to senior citizens both in institutional and community environments, such as "project plea," "meals on wheels," extended care centers, welfare, social security, nursing homes, and other social agencies. This will be accomplished by the initiation of a 2-year associate of applied science degree program to train job-entry personnel and a sequence of curriculum and noncurriculum courses designed to aid current social agency employees in more efficient services to our senior citizens.

The second thrust is presently well underway. The education component is designed to offer educational programs to both individuals and groups of senior citizens. Courses such as Proper Nutritional Habits, Health Care, Budgetary Planning, Arts and Crafts, and Recreation will be offered. Tuition (no fees or books included) will be free to all senior citizens 60 years of age or older in these courses which are designed to contribute to the "good life" of our senior citizens. At present there are over 600 senior citizens in our service area enrolled in general educatonal programs. Another 413 enrolled in "retraining" courses such as Housewiring, Driver Training, Brick Masonry, Cabinet Making, and Small Engine Repair.

The third major thrust of the project is that of offering referral services in the community, both from senior citizens to proper agencies, and from agencies to senior citizens. The referral phase of the program is taking, or will take, three directions: first, courses will be organized for agency employees to assure that all employees understand their roles and responsibilities to their senior clients; second, the Human Resources Associate's department chairperson and staff will act as an information center for individuals, groups, and social agencies who need direction to proper agencies where services can be obtained; and third, the Associate's department chairperson and staff are becoming active in the counties' councils on aging so that they can become an information bank, coordinating agent, and "the glue" to hold the councils together.

Three additional specific, but less major, objectives are also contained in the project.

These objectives relate directly to the Human Resource Associate educational program (a program that leads to the associate in applied science degree). These specific objectives are:

1. To develop and implement a multidirectional training program, which will train personnel to provide service, education, and referral to the elderly within the Tri-County community and the Appalachian Region of South Carolina,

2. To recruit, enroll, and graduate 20 to 30 area specialists annually, and to offer services to senior citizens in both institutions and community environments.
3. To employ a department chairperson and staff who will teach specialists in this program and serve as a liaison with all senior citizen groups and agencies within the region.

In support of these objectives, the following courses comprising a curriculum with a focus on aging will be implemented in Human Services:

Human Growth and Development I
Introduction to Gerontology
The Aged in Contemporary Society
Self Awareness
Active Therapy I
Human Growth and Development II
Concepts of Work and Leisure
Community Organizations
Active Therapy II
Consultation
Nutrition and Health
Personnel Finance
Crisis Management
Nursing Care for the Elderly
Developing a Therapeutic Community for the Elderly
Introduction to Social Work
Communications Skills Development
Special Problems of the Elderly
Effective Speaking
Supervised Field Placement I

The final phase of the project contains an evaluation report. This report will describe all work performed to included a complete outline of the program and a complete description of how the programs were developed, conducted, and evaluated. Continuation plans will also be presented in the final report. The report will be used in the approval process for acceptance of the new educational program. Final approval for all new educational programs to be implemented within the technical college system must be given by the South Carolina Board for Technical and Comprehensive Education and the South Carolina Higher Education Commission. Documentation of need is the most critical requirement of the approval process.

The project has opened new avenues of service for the community. Additional objectives, not included in the project as funded by Duke University and the American Association of Community and Junior Colleges, either are being or will be supported from other sources such as the technical college, counties' Council for Aging, industry, The South Carolina Commission on Aging, other agencies responsible for offering services to senior citizens, and other projects funded by the Appalachian Regional Commission.

Problems Encountered in Implementation

There are several problems that have to be solved in the Human Services program. First, finding a person qualified to coordinate the program has caused a serious delay. We have been unable to find a person with both the administrative background and the technical knowledge required. Apparently, the output of graduate programs in this field is not enough to satisfy the current demand for highly trained individuals in the field of aging. A second problem, and perhaps the most serious, is that the program is simply ahead of its time. The newness of the program and its innovative nature have caused some lack of understanding in State and local social welfare agencies. It takes a concentrated effort to educate these agencies to the benefits of such a program.

A related problem is that of getting recognition from the heads of State and local social welfare agencies. The social agencies are manned by professionally trained personnel (usually with a master's degree), and there has been some difficulty in getting them to accept these 2-year graduates with such highly specialized training. However, progress is being made through an intensive educational effort.

In order to establish positions and job classifications for graduates, it is essential that officials understand the need for the capabilities of the highly specialized graduates.

PROGRAMS FOR ELDER AMERICANS AT SOUTHEAST COMMUNITY COLLEGE

Robert Varela
Coordinator
Educational Services for the Aging
Southeast Community College
Lincoln, Nebr.

Focus on Preretirement Education

The consultation between Southeast Community College and the Nebraska Commission on Aging, it was decided that initial priority and emphasis of resources would be placed on fulfilling the recognized community need for preretirement education. An advisory committee, set up for the purpose of ensuring citizen input into program development and composed of a wide variety of individuals and representatives of groups interested in the problems of older Nebraskans, concurred in this decision.

The following section reviews materials prepared by the staff of Southeast Community College in response to the priority stated above. The outline of the Preretirement Planning Program is suitable for modification by other interested community colleges to meet local need. Topics covered in the outline include attitudes toward aging, successful retirement, income and expenses upon retirement, and the law pertaining to retired persons.

The target population was identified as all persons, age 50 and over, who live in the service area of the college. These persons would be found in industry, retail sales, financial institutions, or as members of unions, self-employed, or in small groups with insufficient numbers to support such a program. In the latter case, two or more small groups might combine for the program.

Specific needs that a preretirement program might meet deal with developing and/or sustaining feelings of self-worth, developing an awareness of alternatives for retirees, and exposing persons to the existence of resource agencies and persons. Each preretirement group to be served would be questioned to determine specific content to be incorporated into the model of a previously developed training package.

The program, as developed, was expected to meet the following needs:

1. the need for a continued sense of self-worth, and
2. the need for information about the aging process, living arrangements, budget changes, and laws that impact on the retiree.

The first session is designed to introduce the participant to the fact that retirement is a personal event. During the meeting time, personal feelings and ideas about retirement are examined. The film, "The Rest of Your Life," is determined to be an excellent resource for introduction to the subject of retirement as a personal life event.

Recognizing that actual life situations are important in the process of education, the second session utilizes personal sharing by some retirees in demonstrating successful retirement models. While all elements of a person's life cannot be matched to a model, often some similarities can be found. It is helpful to include models of varied life styles during this session.

The last four sections of the program are interchangeable. Their order is insignificant; however, all of the elements are important to include.

Explanations of the normal process of aging perform dual functions. On the one hand, knowing the general process of normal deterioration can alleviate some anxiety at the loss of energy, or other slowing down; on the other, specific danger signals can be highlighted to provide an awareness of when treatment might be indicated. Also included with

this session is the desirability of maintaining as much growth as possible until death. Second career possibilities, volunteer work, and other creative uses of leisure time ensure that growth will not stop at retirement.

The question of where and how to live is a perplexing one for many retirees. Questions such as should they stay in the same area where they have long-time friendships, should they stay in the same house even though it requires a lot of upkeep, or should they move into a retirement community with easy upkeep homes, or to an easier climate, closer to children or other relatives, or what? What supportive services are available for independent living when chronic health problems arise? Alternative answers to the questions are discussed in the large groups, but opportunity for evaluation of the information on a personal basis is available in a small group setting.

Since Social Security provides retirement income for a great proportion of retired persons, a valuable resource person for a preretirement program is a representative of the Social Security Administration. The importance of income in addition to Social Security payments is stressed. Alternative sources of money income, methods of supplementing money income through discounts, and careful purchasing are discussed.

How the law affects retired persons, what special provisions are available for tax relief, how to set up trusts for conserving inheritances, why wills are important, what kind of planning can be done, and how to make the most effective use of available insurance are vital to retirement planning. The necessity for advice from a lawyer and how to obtain legal counsel are also discussed.

A program is only as effective as its impact on the people it is meant to reach. It became apparent early in the project at Southeast Community College that a major effort would need to be undertaken to alert the community of the college programs for older local residents. Promotional letters were sent to businessmen and civic groups in the Lincoln, Nebr., area informing them of the programs at the college. Posters went along with the letter for display on bulletin boards. The motto of the program, "Failure to Prepare is to Prepare for Failure," was used to direct attention to the poster.

Additionally, the program was given wide coverage in the local press. As activities took place, stories appeared in the newspapers giving a wide range of ready access to the information regarding the efforts of the college.

Participants in college programs are required to evaluate the total program. This action demonstrates the intent to improve programs expanding community support. Suggestions to make modifications have been incorporated into the programing.

The advisory committee which was established by the college proved to be valuable not only in contributing to the development of activities but also in assisting the college to publicize its efforts. Much of the success of the efforts of the college is due to the commitment given to the college by the members of the advisory committee.

THE ROLE OF FLATHEAD VALLEY COMMUNITY COLLEGE IN DEVELOPING SERVICES FOR THE ELDERLY

Harold B. Ingalls
Coordinator, Aging Project
Flathead Valley Community College
Kalispell, Mont.

Flathead Valley Community College (FVCC) is located in Northwestern Montana in the Rocky Mountains. The area, with its mountains, lakes, streams, and relatively mild climate (similar to the Puget Sound area), has been a prime retirement location for people from all parts of the State. As a result, 21 percent of the population of Kalispell, the site of FVCC, consists of persons age 60 and over. The high percentage of retired citizens in the community has led the college to place a high priority on the programs for senior citizens.

There are three aspects of the college response to the senior citizens of the community:

1. outreach programs,
2. information and referral, and
3. coordination with councils on aging at various levels.

Outreach activities vary widely in scope. Free tuition is offered to senior citizens for all academic, occupational, and community service classes on a space available basis. Specialized courses are available with a minimal tuition of $5.00. Admission to dress rehearsals of all drama and musical events is free. College vehicles are available for transportation of senior citizens on an ability to pay basis. In addition, the COA newsletter (published by the County Council on Aging) is printed and distributed through college services.

The college program has moved out to senior centers. Recreation classes of the college provide programs of recreation and fitness in the centers. There is an emphasis on performances by musical and other collegiate groups at senior centers and for senior organizations. A comprehensive arts and crafts program, using the resources of the elderly with special skills to be instructors, has been developed.

College student clubs helped furnish the senior centers by gathering furniture for use in the facilities provided, thus creating some understanding and feeling between the generations.

Finally, the college sponsors a Retired Senior Volunteer Program (RSVP), utilizing student assistance in organizational procedures. Since its inception, the senior volunteers have learned new skills, developed new interests, and made a contribution to the life of the community. The program at FVCC is considered one of the best in the State.

A novel program of information and referral has been implemented with the aid of television. Inasmuch as 80 percent of the college service area is covered by cable television, a broad variety of educational, cultural, social, and recreational services can be delivered inexpensively through the cable television system. One of the most successful pilot efforts during the first year of the program was a weekly news broadcast for senior citizens, "These Are the Days." Features include national and State news pertaining to benefits for older citizens; local events and happenings; hints on Social Security, health, and nutrition; and the very popular short video clips of local history entitled "Those Were the Days."

The use of television in information and referral services for the elderly has been highly effective since television is a chief source of information for the retired population. When coupled with the COA newsletter, information and referral services in the Flathead Valley reach nearly 100 percent of the target population.

The coordination function of FVCC with local and area councils on aging has benefited the community at large. Most of the efforts of the designated planning coordinator of the college have been in the area of coordinating programs and services between the local council on aging and FVCC.

RESPONDING TO THE NEEDS OF THE AGING: THE APPROACH AT COMMUNITY COLLEGE OF ALLEGHENY COUNTY

Doreen D. Haller
Coordinator, Aging Project
Community College of Allegheny County
Pittsburgh, Pa.

The Community College of Allegheny County (CCAC) in Pennsylvania is committed to the concept of educating senior citizens. There is a genuine commitment to providing educational opportunities for the entire population of Allegheny County. A full-time coordinator of aging projects was appointed, as the result of a grant from the American Association of Community and Junior Colleges, to research and develop the curriculum for the elderly living in a complex urban setting. An advisory council was appointed to assist in the development of innovative and substantive programs for older adults and for those working with them. Several council members came from professional fields; however, most of them were retired but active individuals.

Relationships were immediately established with many social service agencies in Pittsburgh and in Allegheny County. One of the most immediate needs to surface as a result of this contact was manpower training. College resources and program efforts in the first 6 months of the project focused on manpower training.

—In cooperation with the local Council on Aging, problem-solving seminars for professionals working in the field of aging were developed.
—Inservice training for supervisors in senior citizen centers was conducted with the city of Pittsburgh.
—Presently in the developmental process are inservice courses for nursing home and residence home staffs in the area.
—A 100-hour training course is being conducted for homemaker/home health aides who serve the elderly under the auspices of the Visiting Nurse Association and the Adult Services Division of the Allegheny County Department of Social Services.
—A program was developed in cooperation with Meals onn Wheels in which basic casework skills were taught to the volunteers who delivered the meals.
—Four seminars on nutrition were held for volunteers working in Meals on Wheels kitchens.
—Five series of seminars are being developed and sponsored by CCAC for the Retired Senior Volunteer Program (RSVP): one for volunteer directors and their staffs to develop methods of using the creative talents of volunteers more effectively; and four for volunteers working in various settings: (1) in the area of child development; (2) in general hospitals; (3) in museaums and the Better Business Bureau; and (4) in convalescent and nursing homes.
—Credit courses were offered in sociology and recreation therapy for volunteers in the Foster Grandparent Program.
—A 5-week program for clergymen was completed, designed to enhance their understanding of the aging process. Resources available in the Pittsburgh area to aid them in ministering to the older adult in the community were described.
—A 1-day seminar was conducted for Baptist laymen in the expectation that parish ministers could use lay help in ministering to the needs of the elderly

The advisory council helped direct the elderly in planning to meet their own needs. Members of the council first advised that an assessment be made of

the needs of the elderly living in the community. Involvement and commitment of the council members can be best summed up by one of the prospective members when he was asked to serve on the council: "I suppose I must accept this challenge for we shall not pass this way again; but, between us we may get the road improved while we are here."

—An afternoon spent at a senior center led to interest being expressed by seniors for dance and volleyball instruction. This interest fostered active support of 15-week course entitled "Fitness over Fifty." Simple breathing exercises led to immediate improvement of the problems they experienced with shortness of breath. The instructor had had little previous contact with the elderly, but worked slowly and carefully, developing the course as it progressed.

—A working relationship with the Craftsman Guild in the Pittsburgh area led to classes in painting, ceramics, and weaving being offered in aggregate housing units and senior citizen centers.

—As a result of a survey of residents in a building for seniors able to live independently, classes in Jewish Culture and the Psychology of Aging were conducted.

—In a more confining residence, a program on the history of Pittsburgh has begun. Class meetings are informal, consisting of dialogues between students and the instructor.

—One of the most prominent concerns of elderly persons is their fear of being a vicitm of crime. The athletic director at one of the campuses became interested in the safety and security of elderly women. He developed and taught a course in personal safety at a county housing unit. One of his students, 70 years old, had not been out of her apartment in 2 years because of fear. Interest in the program had been evident throughout the community. In the future, the course will be greatly expanded and adapted to meet the needs of individual students and the geographical area in which it is to be taught.

—Finally, in May 1975, the college cosponsored a Senior Fair involving State, county, and city officials. One goal of the fair was to create an awareness of the needs and concerns of older adults on the part of the younger members of the community. Another goal was to acquaint the seniors with programs and opportunities available to them.

It has been a great advantage to have a full-time staff person as coordinator to implement all the programs for the elderly in the CCAC system. Cooperation was immediately established with the campus directors of community service. Regular meetings are held to discuss current programs and problems, as well as future plans. Cooperation and joint sponsorship have been established with most social agencies serving the county. Because of the availability of an individual representing the entire college who can discuss and solve problems of an educational nature, more effective, direct service can be given to the elderly in the county. The coordinator served as a member of the task force on education for the countywide model of the Health and Welfare Department, and as educational consultant for the Governor's Council on Aging (Western Region) and the Pennsylvania Specialists on Aging. Joint and cooperative programs are being planned between the community college and the other institutions of higher education in Pittsburgh. Resources of all the local colleges and universities are now easily and readily available for the promotion of educational response to needs of the elderly in Allegheny County.

Because of the relationship established with AACJC, the coordinator has taken part in three conferences on "The Role of the Community College in Serving the Aged." From information obtained at the conferences, it appears there is more substantive activity in Allegheny County than in many other community college jurisdictions, primarily due to the full-time status of a staff person to implement and coordinate programs.

All of these activities have occured in the span of 9 months. We feel this indicates a tremendous need and desire by social agencies and individual citizens to support the educational system in its reaction to the awareness of need in our senior population.

APPENDIX B.

Resources and Contacts

State Agencies on Aging

Federal Resources

Other National Resources

STATE AGENCIES ON AGING

Alabama
Commission on Aging
740 Madison Avenue
Montgomery, AL 36104

Alaska
Office of Aging
Pouch H
Juneau, AK 99801

Arizona
Division for Aging
State Department of Public Welfare
1624 West Adams Street
Phoenix, AZ 85007

Arkansas
Office on Aging
State Capitol Building
Little Rock, AR 72201

California
Commission on Aging
800 Capitol Mall, Room 2105
Sacramento, CA 98514

Colorado
Division of Services for the Aging
State Department of Social Services
1575 Sherman Street
Denver, CO 80203

Connecticut
Department on Aging
90 Washington Street, Room 312
Hartford, CT 06115

Delaware
Bureau of Aging
1118 West Street
Wilmington, DE 19801

District of Columbia
Special Assistant for Services to the Aged
Department of Public Welfare
122 C Street, NW, Room 803
Washington, D.C. 20001

Florida
Division of Family Services
Department of Health and Rehabilitative Services
P.O. Box 2050
Jacksonville, FL 32203

Goergia
Commission of Aging
Suite 301
1372 Peachtree Street, NE
Atlanta, GA 30309

Hawaii
Commission of Aging
250 S. King Street, Room 601
Honolulu, HA 96813

Idaho
Office of Aging
Capitol Annex No. 7
509 N. 5th Street, Room 100
Boise, ID 83702

Illinois
Division of Community Services
Department of Public Aid
State Office Building
Springfield, IL 62706

Indiana
Commission on the Aging and the Aged
Graphic Arts Building
215 North Senate Avenue
Indianapolis, IN 46202

Iowa
Commission on Aging
State Office Building
Des Moines, IA 50319

Kansas
Division of Services for the Aging
Department of Social Welfare
State Office Building
Topeka, KS 66612

Kentucky
Commission on the Aging
207 Holmes Street
Frankfort, KY 40601

Louisiana
Commission on the Aging
P.O. Box 44282
Capitol Station
Banton, Rouge, LA 70804

Maine
Services for Aging
Department of Health and Welfare
State House
Augusta, ME 04330

Maryland
Commission on Aging
State Office Building
301 West Preston Street
Baltimore, MD 21201

Massachusetts
Department of Elder Affairs
120 Boyleston Street
Boston, MA 02116

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Michigan
Commission on Aging
1101 South Washington Avenue
Lansing, MI 48913

Minnesota
Governor's citizens Council
on Aging
277 West University Avenue
St. Paul, MN 55103

Mississippi
Council on Aging
P.O. Box 4232 Fondren Station
Jackson, MS 39216

Missouri
Office of Aging
Department of Community Affairs
505 Missouri Boulevard
Jefferson City, MO 65101

Montana
Commission on Aging
Penkay Eagles Manor
715 Fee Street
Helena, MT 59601

Nebraska
Commission on Aging
State House Station 94784
Lincoln, NB 68509

Nevada
Aging Services Program
515 East Musser Street
Room 113
Carson City, NV 89701

New Hampshire
Council on Aging
P.O. Box 786
3 South Street
Concord, NH 03301

New Jersey
Division on Aging
Department of Community
Affairs
P.O. Box 2768
363 West State Street
Trenton, NJ 08625

New Mexico
State Commission on Aging
408 Galisteo Street
Sante Fe, NM 87501

New York
Office for the Aging
New York State Executive
Department
855 Central Avenue
Albany, NY 12206

North Carolina
Governor's Coordinating
Council on Aging
Administration Building
213 Hillsborough Street
Raleigh, NC 27603

North Dakota
Programs on Aging
State Board on Public Welfare
Randall Professional Building
Route 1
Bismarck, ND 58501

Ohio
Division of Administration
on Aging
Department of Mental Hygiene
and correction
State Office Building
Columbus, OH 53215

Oklahoma
Special Unit on Aging
Department of Public Welfare
P.O. Box 25352, Capitol Station
Oklahoma City, OK 73125

Oregon
Oregon State Program on Aging
313 Public Service Building
Salem, OR 97310

Pennsylvania
Office of Family Services
Department of Public Welfare
Health and Welfare Building
Harrisburg, PA 17120

Rhode Island
Services for the Aging
Department of Community
Affairs
289 Promenade Street
Providence, RI 02903

South Carolina
Interagency Council on Aging
2414 Bull Street
Columbia, SC 29201

South Dakota
Programs on Aging
State Department of Health
State Capitol Building
Pierre, D 57501

Tennessee
Commission on Aging
Capitol Towers,
510 Gay Street
Nashville, TN 37219

Texas
Governor's Committee on
Aging
P.O. Box 12786
Austin, TX 78711

Utah
Division on Aging
353 East 2nd South
Salt Lake City, UT 84111

Vermont
Interdepartmental Council
on Aging
126 Main Street
Montpelier, VT 05602

Virginia
Gerontology Planning Section
Planning and Community Affairs
1010 Madison Building
Richmond, VA 23219

Washington
State Council on Aging
Department of Social and
Health Services
P.O. Box 1162
Olympia, WA 98501

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West Virginia
Commission on Aging
State Capitol
Charleston, WV 25305

Wisconsin
Division on Aging
Department of Health and
Social Services
Room 690
1 West Wilson Street
Madison, WI 53702

Wyoming
Department of Health and
Social Services
State Office Building
Cheyenne, WY 82001

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FEDERAL RESOURCES

U.S. Department of Health, Education, and Welfare: Office of Education, Administration on Aging, Social Rehabilitation Service

Regional Offices

Region I. (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)

John F. Kennedy Federal Building
Government Center
Boston, MA 02203

Region II. (New Jersey, New York, Puerto Rico, Virgin Islands)

26 Federal Plaza
New York, NY 10007

Region III. (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia)

3535 Market St.
Philadelphia, PA 19101

Region IV. (Alabama, Florida, Georgia, kentucky, Mississippi, North Carolina, South Carolina, and Tennessee)

50 Seventh St. NE
Room 404
Atlanta, GA 30323

Region V. (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin)

433 West Van Buren
Room 712
New Post Office Building
Chicago, IL 60607

Region VI (Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

1114 Commerce St.
Dallas Tx 75202

Region VII. (Iowa, Kansas, Missouri, Nebraska)

601 East 12th St.
Kansas City, MO 64106

Region VIII. (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming)

19th and Stout Streets
Room 9017
Federal Office Building
Denver, CO 80202

Region IX. (Arizona, California, Hawaii, Nevada, Guam, Trust Territory of the Pacific Islands, and American Samoa)

50 Fulton Street
Room 406
Federal Office Building
San Francisco, CA 94102

Region X. (Alaska, Idaho, Oregon, and Washington)

1319 2nd Avenue, Mezzanine Floor
Arcade Building
Seattle, WA 98101

ACTION

National Office

806 Connecticut Avenue NW
Washington, D.C. 20525

Area Offices

Area I

1416 Post Office Building
Boston, MA 02109

Area II

Room 1609
26 Federal Plaza
New York, NY 10007

Area III

320 Walnut St.
6th Floor
Philadelphia, PA 19106

Area IV

730 Peach Tree St., NE
Room 895
Atlanta, GA 30308

Area V

Room 332
1 North Wacker Dr.
Chicago, IL 60606

Area VI

Corrigan Tower Building
Suite 1600
212 North St. Paul St.
Dallas, TX 75201

Area VII

2 Gateway Center
Suite 330
4th and State St.
Kansas City, KS 66101

Area VIII

Prudential Plaza Building
Room 514
1050 17th St.
Denver, CO 80202

Area IX

100 McAllister St
Room 2400
San Francisco, CA 94102

Area X

1601 2nd Ave.
Seattle, WA 98101

Headquarters Offices

U.S. Department of Health, Education, and Welfare
Administration on Aging
330 C Street SW.
Washington, D.C. 20201

Office of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202

Social and Rehabilitation Service
330 C Street SW.
Washington, D.C. 20201

U.S. Department of Labor
601 D St., NW.
Washington, D.C. 20213

OTHER NATIONAL RESOURCES

National Council of Senior Citizens
1511 K Street NW
Washington, D.C. 20005

American Association of Retired Persons/National Retired Teachers Association
1909 K Street NW
Washington, D.C. 20049

National Association of Federal Retired Employees
1533 New Hampshire Avenue NW
Washington, D.C. 20036

APPENDIX C.

Annotated Bibliography

Annotated Bibliography

Following is a brief annotated bibliography of pertinent information and analyses in educational program development for elders. It is intended to spotlight those materials which are considered most valuable to the community college administrator. The bibliography is in two sections. The first lists four publications which offer practical guidelines and specific background information for the planning and development of community college programs for elders. The second section is a more varied listing of literature that provides further background and insight on topics discussed in this guide.

Academy for Educational Development, Inc., *Never Too Old to Learn*, New York, June 1974.

A concise and readable discussion of current programs for elders and guidelines for new program development based on a survey and study for the Edna McConnell Clark Foundation.

Grabowski, Stanley and W. Dean Mason, *Learning for Aging*, Adult Education Associaton of the USA and ERIC Clearinghouse on Adult Education, Washington, D.C., 1974.

A compilation of articles covering a variety of different aspects of education for aging. Among the topics discussed are the role of education in an aging society and informal approaches in education for aging.

Huber, Robert, Gundar Myran, and Sean Sweeney, *Community College Services for Senior Citizens*, Michigan State University, Lansing, Mich., November, 1971.

A brief but thorough report highlighting ways in which the community college can assist elders directly in their individual self-development and indirectly through developing skills for those serving elders. This report provides many interesting program examples and a helpful appendix of factual information on pertinent lgislation and funding references.

Korim, Andrew S., *Older Americans and Community Colleges: A Guide for Program Implementation*, American Association of Community and Junior Colleges, Washington, D.C., 1974.

A comprehensive review of the current "state of the art" of community college programs serving elders and a guide for the development and expansion of such programs. This booklet details strategies for implementing programs to train personnel to work with elders, for providing a wide range of developmental programs and supportive services for elders, and for developing and mobilizing community resources to address elders' needs. Illustrations are woven into the chapters citing the diversification of community colleges into new operational modes addressing community priorities associated with aging.

Atchley, Robert C., *The Social Forces in Later Life: An Itroduction to Social Gerontology*, Wadsworth Publishing Company, Belmont, Calif., 1972.

Provides a brief background on biological and psychological "facts of life" concerning physical aging, followed by a detailed dsicussion of the interplay between various social and social-psychological forces and the aging individual.

Blau, Zena Smith, *Old Age in a Changing Society*, New Viewpoints, New York, 1973.

A look at aging and retirement from a perspective of role and identity change. The author discusses the creation of new roles through which elders can remain useful, integral members of the society.

de Beauvoir, Simone, *The Coming of Age*, Warner Paperback Library, New York, 1973.

A thorough discussion of aging today. Develops an historical perspective of aging and covers all facets of the problem including biological, psychological, and sociological aspects. Recommended as a basic for an understandng of aging.

Donahue, Wilma, H.L. Orbach and O. Pollack, "Retirement: The Emerging Social Pattern," in Clark Tibbitts, *Handbook of Social Gerontology, Societal Aspects of Aging*, University of Chicago Press, Chicago, 1960.

A review of the literature on retirement looked at with regard to historical developments, present policies and attitudes, and individual expectations and adjustments.

Entine, Alan, "Second Careers: Experience and Expectations," in Harold L. Sheppard and Neal Q. Herrick, *Where Have All the Robots Gone?*, Free Press, New York, 1972.

Describes a New Career Program at Columbia University which trains older workers for educational and social work. Contains recommendations for operating such a program.

Hunter, Woodrow W., *Preparation for Retirement*, Institute of Gerontology, University of Michigan-Wayne State University, Ann Arbor, 1973.

Guidelines and resources for setting up a group method preretirement program.

Jacobs, H. Lee, W. Dean Mason, and Earl Kauffman, *Education for Aging: A Review of Recent Literature*, Adult Education Association, Washington, D.C., 1970.

Reviews the current literature on education for elders, including the topics of learning abilities of elders, opportunities and program needs, job retraining, preretirement programs, and informal education programs.

Kauffman, Earl, *Continuing Education for Older Adults: A Demonstration in Method and Content*, University of Kentucky, Lexington, Ky., 1967.

Presents results of a leadership training project conducted by the Council on Aging at the University of Kentucky. The project involved development of community-based education programs for elders at the community college level. A description of the process of program development is included.

Knowles, Malcolm S., *Higher Adult Education in the United States*, American Council on Education, Washington, D.C., 1969.

Reviews the hisotrical development of adult education programs and discusses current issues facing educational institutions in this area. General guidelines for program development are also included.

Korim, Andrew S. and Dorothy O. Waugaman, *Older Americans and Community Colleges: Selected Papers*, American Association of Community and Junior Colleges, Washington, D.C., December 1974.

A collection of short papers by persons in five community colleges across the country who have developed programs for elders. Papers describe the programs and emphasize the necessity for interlocking the resources of community colleges with other resources within the community to imporve programs for elders.

Kreps, Juanita M., "Career Options after Fifty: Suggested Research," *Industrial Gerontology*, Autumn 1971.

Discusses options for retirement such as early retirement, gradual work reduction, and second careers. Suggests research on work and leisure preferences of the older worker and on what employers can do to identify and overcome barriers to work choices.

Londoner, Carroll A., "Survival Needs of the Aged: Implications for Program Planning," *Aging and Human Development*, Vol. 2, No. 2., May 1971, pp. 113-117.

Stresses the need for instrumental educational activities rather than expressive educational activities to provide employable skills for later years.

Neugarten, Bernice L., "Age Groups in the American Society and the Rise of the Young-Old" in the *Annals of the American Academy of Political and Social Science*, Philadelphia, 1974.

An article projecting the idea that elders are emerging as two groups, the young-old and the old-old. The author predicts that the young-old will become increasingly more active in the society in the future.

Neugarten, Bernice L., *Middle Age and Aging*, University of Chicago Press, Chicago, 1968.

A comprehensive text emphasizing the social and psychological factors affecting the process of aging in contemporary America.

Smith, Bert Kruger, *Aging in America*, Beacon Press, Boston, 1973.

A review of various aspects of aging, its problems and current programs. Contains suggestions for future changes, and suggestions on how people can prepare for old age.

Stetson, Damon, *Starting Over*, MacMillan and Co., New York, 1971.

Describes individual cases of mid-career change with a discussion of the trend towards second careers, including institutional and individual factors relating to career change in the middle and later years.

APPENDIX D.

Listing of Colleges Surveyed

COMMUNITY COLLEGES REPORTED WITH PROGRAMS

Alabama
Southern Union State Junior College
Wadley

Arizona
Arizona Western College
Yuma

Arkansas
Phillips County Community College
Helena

California
Barstow Community College District
Barstow

City College of San Francisco
San Francisco

College of the Desert
Palm Desert

Contra Costa College
San Pablo

Hartnell Community College
Salinas

Marin County Community College District
College of Marin
Kentfield

Modesto Junior College
Modesto

Moorpark College
Moorpark

San Jose City College
San Jose

California (continued)
Santa Monica College
Santa Monica

Colorado
Mesa College Grand Junction

Florida
Brevard Community College
Cocoa

Daytona Beach Community College
Daytona Beach

Indian River Community College
Fort Pierce

Lake City Community College
Lake City

Manatee Junior College
Bradenton

Seminole Junior College
Sanford

Georgia
Clayton Junior College
Murrow

Macon Junior College
Macon

Idaho
College of Southern Idaho
Twin Falls

Illinois
Black Hawk College
Moline

Kankakee Community College
Kankakee

Illinois (Continued
Lincoln Trail College
Robinson

Mayfair College
Chicago

Rock Valley College
Rockford

Wabash Valley College
Mt. Carmel

Waubonsee Community College
Sugar Grove

Iowa
Des Moines
Ankeny Campus
Ankeny

Des Moines Area Community College
Boone Campus
Boone

Hawkeye Institute of Technology
Waterloo

Indian Hills Community College
Ottumwa Campus
Ottumwa

Centerville Campus
Centerville

Iowa Central Community College
Fort Dodge

Iowa (Continued)

Iowa Lakes Community College
Estherville

Kirkwood Community College
Cedar Rapids

Scott Community College
Davenport

Kansas
Dodge City Community College
Dodge City

Kentucky
Jefferson Community College
Louisville

Louisiana
Delgado Junior College
New Orleans

Maine
Northern Maine Vocational Technical Institute
Presque Isle

Maryland
Community College of Baltimore
Baltimore

Hagerstown Junior Colllege
Hagerstown

Massachusetts
North Shore Community College
Beverly

Greenfield Community College
Greenfield

Michigan
Alpena Community College
Alpena

Charles Stewart Mott Community College
Flint

Herny Ford Community College
Dearborn

Michigan (Continued

Jackson Community College
Jackson

Lansing Community College
Lansing

Northwestern Michigan College
Traverse City

Schoolcraft College
Livonia

Minnesota
Anoka Ramsey Community College
Coon Rapids

Austin Community College
Austin

North Hennepin Community College
Minneapolis

Rainy River Community College
International Falls

Missouri
Metropolitan Junior College District
Moberly Area Junior College
Moberly

Montana
Flathead Valley College
Kalispell

Nebraska
McCook Community College
McCook

Mid-Plains Technical Community College
North Platte

Nebraska Western Community College
Scottsbluff

Nebraska (Continued)

North Platte Community College
North Platte

Northeast Nebraska Technical Community College
Norfolk

Southeast Technical Community College
Lincoln Campus
Lincoln

Nevada
University of Nevada Community College System
Northern Nevada Community College
Elko

New Jersey
Bergen Community College
Paramus

Cumberland County College
Vineland

Gloucester County College
Sewell

Ocean County College
Edison

Salem Community College
Penns Grove

New York
Jefferson Community College
Watertown

New York City Community College
Brooklyn

Niagara County Community College
Sanborn

Queensborough Community College
Bayside

New York (Continued)

Tompkins-Courtland Community College
Dryden

North Carolina

Davidson County Community College
Lexington

Piedmont Technical Institute
Roxboro

North Dakota

Bismarck Junior College
Bismarck

Ohio

Lakeland Community College
Mentor

Ohio University
Belmont County Campus
St. Clairsville

Oklahoma

Carl Albert Junior College
Altus

Oscar Rose Junior College
Midwest City

Oklahoma (Continued)

South Oklahoma City Junior College
Oklahoma City

Oregon

Central Oregon Community College
Bend

Clackamas Community College
Oregon City

Pennsylvania

Bucks County Community College
Newtown

Community College of Allegheny County
Boyce Campus
Monroeville

Community College of Allegheny County
College Center-North
Pittsburgh

South Carolina

Tri-County Technical College
Pendleton

Tennessee

Motlow State Community College
Tullahoma

Texas

Cooke County Junior College
Gainesville

Dallas County Community College College District
Dallas

Vermont

Community College of Vermont
Montpelier

Virginia

Thomas Nelson Community College
Hampton

Washington

Fort Stellacom Community College
Tacoma

West Virginia

West Vriginia Northern Campus
Wheeling Campus
Wheeling

Wisconsin

Southwest Wisconsin Technical Institute
Fennimore

COMMUNITY COLLEGES REPORTED WITHOUT PROGRAMS

Arizona
Pima Community College
Tucson

Arkansas
Arkansas State University
Beebe Branch
Beebe

California
Cerro Coso Community College
Ridgecrest

Florida
Florida Keys Community College
Key West

St. Johns Rivers Junior College
Palatka

Hawaii

Hawaii Community College
Hilo

Indiana
Vincennes University
Vincennes

Iowa
Southeastern Community College
North Campus
North Burlington

Kansas
Barton County Community Junior College
Great Bend

Fort Scott Community Junior College
Fort Scott

Maine
Southern Maine Vocational Technical Institute
South Portland

University of Maine at Augusta
Augusta

University of Maine at Bangor
Bangor

Massachusetts
Berkshire Community College
Pittsfield

Cape Cod Community College
West Barnstable

Quincy Junior College
Quincy

Quinsigamond Community College
Worcester

Michigan
Kalamazoo Valley Community College
Kalamazoo

Minnesota
Brainerd Community College
Brainerd

Lakewood Community College
White Bear Lake

Rochester Community College
Rochester

University of Minnesota Technical College
Waseca Campus
Waseca

Minnesota (Continued)

Willmar Community College
Willmar

Mississippi
East Central Junior College
Decatur

Itawamba Junior College
Fulton

Missouri
Jefferson College
Hillsboro

Montana
Miles Community College
Miles City

New Hampshire
New Hampshire Vocational Technical College
Berlin Campus
Berlin

New Jersey
Somerset County College
Somerville

New Mexico
New Mexico State University
Carlsbad Campus
Carlsbad

New York
Community College of the Finger Lakes
Canandaigua

North Dakota
North Dakota State University
Bottineau Branch
Bottineau

Ohio
Scioto Technical College
Portsmouth Campus—Ohio University
Portsmouth

Terra Technical College
Fremont

University College
Cincinnati

University of Toledo
Community and Technical College
Toledo

Oklahoma
Connors State College
Warner

Eastern Oklahoma State College
Wilburton

Northeastern Oklahoma A & M College
Miami

Oklahoma (Continued)

Oklahoma State University Technical Institute
Oklahoma City

Pennsylvania
Lehigh County Community College
Schnecksville

Rhode Island
Rhode Island Junior College
Warwick

South Carolina
University of South Carolina
Lancaster Regional Campus
Lancaster

South Dakota
Black Hills State College-Junior College
Spearfish

Tennessee
Nashville State Technical Institute
Nashville

Texas
Bee County College
Beeville

Galveston Junior College
Galveston

Utah
Dixie College
St. George

Virginia
Richard Bland College of William and Mary
Petersburg

West Virginia
West Virginia University
Potomac State College
Keyser

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